DOCUMENT RESUME

ED 424 362 CE 077 244

AUTHOR	Larson, Elizabeth Hunt
TITLE	Arizona's School to Work System. Site Visit Reports (1997-98).
INSTITUTION	Arizona State Univ., Tempe. Morrison Inst. for Public Policy.
SPONS AGENCY	Arizona State Dept. of Commerce, Phoenix.
PUB DATE	1998-09-00
NOTE	102p.; For the 1996-97 report, see ED 419 933.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Demonstration Programs; *Education Work Relationship; Elementary Secondary Education; Job Training; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Implementation; *School Business Relationship; State Programs; Vocational Education
IDENTIFIERS	*Arizona

ABSTRACT

This report provides an update on Arizona's 10 regional partnerships under a school-to-work (STW) implementation grant from the U.S. Departments of Labor and Education. The report profiles the status of each of the 10 regional STW partnerships as of the midpoint of the state's third year (1997-98) of STW implementation. Profiles are provided in alphabetical order and provide a brief description of the partnership's setting and status in relation to the state's six STW system goals. Evaluator impressions of the partnership's assets and challenges are included. Profiles are based primarily on information obtained during a site visit to each partnership conducted from February-April 1998. Information included in the reports was derived from interviews, observations, and written documentation provided by each partnership and enrollment data obtained from the Arizona Department of Education. An appendix to the report contains excerpts from the national "Progress Measures" instrument describing various levels of STW activities according to students' grade levels. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 362

MORRISON INSTITUTE

FOR PUBLIC POLICY

Arizona's School To Work System

Site Visit Reports
(1997-98)

SCHOOL OF PUBLIC AFFAIRS
ARIZONA STATE UNIVERSITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L Bierlein
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 077 244

2

BEST COPY AVAILABLE

Morrison Institute for Public Policy
School of Public Affairs
College of Public Programs
Arizona State University

Arizona's School To Work System

Site Visit Reports (1997-98)

Prepared for:
The Arizona Department of Commerce,
Office of Workforce Development Policy
C. Diane Bishop, Assistant Deputy Director

School To Work Division
Gary Abraham, Director

By:
Elizabeth Hunt Larson
Research Analyst

September 1998

Table of Contents

Introduction **1**

Partnership Profiles **5**

Cochise STW Partnership 5

Coconino County STW Partnership 13

Eastern Arizona STW Partnership 23

Mohave Workforce Development Partnership 33

Northeastern Arizona Native American STW Partnership 41

Northland STW Opportunities System 49

Pima & Santa Cruz Counties STW Partnership 59

Pinal County STW Partnership 69

Yavapai County STW Partnership 77

Yuma/LaPaz STW Partnership 87

Appendix A: *Progress Measures* excerpts 97

Introduction

In October 1995, Arizona received a School To Work (STW) implementation grant from the U.S. Departments of Labor and Education for the purpose of creating a comprehensive statewide system of school-to-work opportunities. In January 1996, the State Agency for School To Work solicited bids throughout the state from local "contractors" proposing to plan or implement regional STW systems. As a result of this competitive process, 13 partnerships were awarded roughly $2.4 million to begin developing Arizona's STW system. These partnerships, consisting of business groups, educators, community organizations, and parents, proposed to develop and manage a range of school-based activities, work-based activities, and connecting activities.

During FY 1995-96, eight of Arizona's 13 partnerships operated under capacity building contracts while five were funded as implementation sites. Capacity building sites were in the earliest stages of system building and program planning. Implementation sites were funded with the assumption that at least rudimentary systems were in place and that partnerships would serve students through existing programs. Progress on these partnerships is reported in the document *Arizona's School To Work System: A Final Report on 13 Funded Partnerships* (Frumkin and Vandegrift, 1996).

For FY 1996-97, the state agency again issued a request for proposals. Thirteen STW contracts again were awarded. These contracts encompassed 11 of the originally funded partnerships plus Pinal County STW Partnership and a Phoenix STW Initiative. Two partnerships funded in 1995-65 did *not* receive funds through the RFP process—the InterTribal Council of Arizona (ITCA) and Northeastern Arizona Native American School-to-Work (NEAZNAS). ITCA *did* receive funding from the state as a technical assistance service provider for all partnerships. NEAZNAS, although unfunded at the state level, did receive a direct federal grant under the Urban-Rural Opportunities Grant competition. State-funded partnership progress for FY 1996-97 is reported in the document *Arizona's School To Work System: A Final Report of 13 Funded Partnerships* (Hunt Larson and Vandegrift, 1997).

A significant change in the state's partnership structure occurred in FY 1997-98. Four partnerships representing Maricopa County did not accept the state's "Best and Final Offer" and, therefore, were not funded. Subsequently, eight new partnerships were established through a second RFP process. The new partnerships are aligned with the state's economic development "clusters" and differ in scope and organization from the original four Maricopa partnerships. Reestablishing partnerships pushed back STW implementation in Maricopa County until June 1998. Because the new partnerships are at a different stage of development, and represent a new funding structure and concept, they will be documented in a separate report. This report provides an update on Arizona's ten "regional partnerships." Nine of these partnerships were state-funded in FY 1996-97. In addition, the NEAZNAS partnership was refunded at the state level.

Figure 1 (page 3) shows the state-funded regional partnerships for 1997-98. The figure also indicates partnership sites which received direct federal funds for the year. Notably, federally-funded sites include the NEAZNAS partnership.

This report profiles the status of each of the ten regional STW partnerships as of the midpoint of the state's third year of STW implementation. Profiles are provided in alphabetical order and provide a brief description of the partnership's setting and status in relation to the state's six STW system goals. Evaluator impressions of the partnership's assets and challenges are shared.

Profiles are based primarily on information obtained during a site visit to each partnership. Visits were conducted during a two-month period starting in late February and ending in April 1998. Information included in the reports was derived from interviews, observations, and written documentation provided by each partnership. Enrollment data were obtained from the Arizona Department of Education and reflect data as of October 1997. The "Active School Rosters" were validated by each partnership as of June 1998. In preparing this report, partnership directors were asked to review and approve draft versions of their profiles. Suggestions and corrections made by partnership personnel, when submitted, are incorporated into this document.

An appendix to this report contains excerpts from the national *Progress Measures* instrument describing various levels of STW activities, according to students' grade levels.

Arizona's SCHOOLTOWORK SYSTEM

SYSTEM SITES

● = State Funded (9 regional sites; *Maricopa=multiple sites)

○ = State and Federally Funded (1 site)

⊛ = Federally Funded (6 sites)

Revised 1/7/98

Partnership Profiles

Cochise STW Partnership

Site Visit: March 16, 1998

Region Served: Cochise County

FY 1995-96 funding:	$245,000
FY 1996-97 funding:	$393,102
FY 1997-98 funding:	$262,161
Total investment to date:	$900,263

School Profile

The Cochise School To Work (STW) Partnership serves students in 11 elementary, two high school, and eight unified districts. Other schools include an accommodation district on a military base, charter schools, a private school and Cochise Community College.

In total for the 1997-98 school year, Cochise's regional partnership included schools enrolling more than 21,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Cochise School To Work Partnership (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	11,565
Grades 7 through 8	3,325
Grades 9 through 12	6,180
Ungraded Elementary (K-8)	93
Ungraded Secondary (9-12)	186
TOTAL	21,349

*Note: Enrollment data reflect 55 schools for which data were available of the 61 schools identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

Cochise County has three employment centers: Sierra Vista, Wilcox and Douglas. The federal government is the largest employer followed by education and agriculture. Many small "mom and pop" companies exist as well. The economic health of the region is variable. Unemployment ranges from 80% in some areas of Douglas to 10% in Sierra Vista, according to the director.

At least five GSPED clusters are represented in the county. The army base at Ft. Huachuca is a center for High Technology and Software. In addition, many small businesses contract with the federal government

to develop software applications for military use. Many businesses which are active in the county are considered a part of the Senior Living Cluster. The area is very attractive to retirees as evidenced by a planned retirement community outside of Benson. Businesses in the Tourism cluster are supported by tourist attractions such as Tombstone, Bisbee and, soon, Kartchner Caverns. The mild winter weather also contributes seasonal visitors, or "snowbirds." The scenery and climate have promoted local television and film production. The Food, Fiber and Natural Product cluster is represented by large hydroponic tomato plant operations and farms and ranches producing fruit, vegetables, cotton, and cattle.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The regional partnership governance structure mirrors the state system. The partnership is governed by a County STW Council with broad responsibilities for policy making, system oversight and evaluation. Ten local community STW partnerships manage their own planning processes, activities and funds. Each region is represented on the council by a voting educator and business member. Members-at-large include a representative from the JTPA/Cochise Private Industry Council (CPIC), the Arizona Department of Economic Security (DES) and a community-based organization. The director described the council as very effective with a stable membership and a 90% attendance rate. All clusters except Tourism are currently represented on the council.

The ten local STW partnerships set goals, establish school-based, work-based and connecting activities and set performance standards. Each plan is relevant to the unique needs of each community. Local partnerships receive funds based on a proposal process and are required to submit quarterly reports as well as evaluate their own progress toward meeting their goals. The local plans require a healthy consensus building between non-unified districts and community members, according to the director.

School coordinators help to implement STW within the districts and serve as a point of contact in the schools. The coordinators have been in place since Tech Prep started more than six years ago. The director describes communication among all staff as extensive and coordinators as highly engaged.

The partnership staff includes the director, marketing specialist, administrative assistant, and an evaluator. All members of the staff have been in place throughout the year. The partnership staff report very positive working relationships and complementary roles.

Sustainability

Several elements of the current STW system are sustainable. The director predicts that parental and student expectations will be the most powerful force to encourage the continuation of STW. Vocational elements and a number of STW partnership-initiated school-based enterprises are anticipated to continue beyond the life of the current funding. The partnership also has provided support to schools to institutionalize STW by providing resources that can be reused (e.g., resource materials and curriculum). Aspects of the existing STW system that rely most heavily on continued funding are communication, curricular integration, and professional development.

Total support of the existing structure through alternative funding sources has not been pursued. However, each program requires in-kind contributions, and there is a mechanism to receive donations through Cochise Community College. A fund-raising lecture series is conducted yearly to benefit STW. A formal funding stream analysis has not been conducted. However, according to the director, an informal

analysis indicates that funding silos will continue to exist and, short of changes at the state level, funding sources will not be combined.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

Countywide "combined agency staff" meetings (see the discussion under **Integration with Other Initiatives**) provide the platform for discussions between a variety of educational and training entities. The universities are the only entity that do not currently participate in the meetings. In addition, the partnership is built on alliances between existing vocational and Tech Prep programs within the schools. Many staff serve dual functions within the schools.

The Career Pathways initiative sponsored by the Arizona Department of Education (ADE) has been embraced by several schools within the partnership. One district, Sierra Vista, has adopted Pathways district-wide. Several high schools have adopted one or more Pathways related to their curriculum, while two high schools have adopted all six. Integrated districts may introduce Pathways at lower grade levels. The partnership policy is to make Career Pathways optional, but to provide technical assistance to help schools understand and appreciate the merits of the model.

Linkages with higher education are strongest at the community college level. Articulation agreements, training and support to the partnership are some of the collaborative arrangements. Coordination and integration with universities remain one of the more difficult challenges.

Universal Access: School Participation and Roll-Out Strategy

For FY 1997-98 data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

The Cochise partnership reported that all public schools were "active" participants as of June 1998. This exceeded their estimate of 85% at the time of the site visit. "Active" schools are summarized in Table 2 on the following page. The partnership roll-out strategy built a countywide communications framework in the first year, involved high schools in year two and involved all middle and elementary schools in year three. The funding shifted to relatively higher amounts in the elementary schools to reflect this strategy.

Integration with Other Initiatives

Cochise College sponsors combined agency staff meetings quarterly to share information and eliminate duplication of efforts of a number of community entities. The active partners include JTPA, CPIC, and DES. STW is an active partner in these meetings and is strongly aligned with a number of other initiatives including those of CPIC. STW adds to CPIC's comprehensive program for all in-school and out-of-school youth. DES recently received funding for a One-Stop Career Center for direct DES job access. The first center will be located at the community college and more are planned in libraries.

Table 2

"Active" School Participation for the Cochise STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Apache ESD	1				1	1				1	100
Ash Creek ESD	1				1	1				1	100
Benson ESD	2				2	2				2	100
Benson UHSD			1		1			1		1	100
Bisbee Unified	2		1		3	2		1		3	100
Bowie Unified	1		1		2	1		1		2	100
Cochise ESD	1				1	1				1	100
Double Adobe ESD	1				1	1				1	100
Douglas Unified	7	2	1	1	11	7	2	1	1	11	100
Douglas Unified: Programs			1		1			1		1	100
Elfrida ESD	1				1	1				1	100
Ft. Huachuca	2	1			3	2	1			3	100
McNeal ESD	1				1	1				1	100
Naco ESD	1				1	1				1	100
Palominas ESD	2				2	2				2	100
Pearce ESD	1				1	1				1	100
Pomerene ESD	1				1	1				1	100
San Simon Unified	1		1		2	1		1		2	100
Sierra Vista Unified	6	2	1		9	6	2	1		9	100
St. David Unified	1		1		2	1		1		2	100
Tombstone Unified	2		1		3	2		1		3	100
Valley Union UHSD			1		1			1		1	100
Willcox Unified	2		1		3	2		1		3	100
Charter Schools			5		5			5		5	100
TOTAL PUBLIC SCHOOLS	37	5	16	1	59	37	5	16	1	59	100
Private Schools				1	1				1	1	100
Department of Youth Treatment			1		1					0	0
TOTAL SCHOOLS	37	5	17	2	61	37	5	16	2	60	98

*KEY: E/J = Elementary only or Elementary/Junior High Schools J/S = Senior High Schools or Junior/Senior High
M/J = Middle Schools or Junior High Schools only K-12 = Any combination of grades across multiple levels

The small business development center at the college offers support to the business community. They publish a weekly column in the local newspaper on the economy and help to develop trade and industry collaborations. Few economic development activities are in place beyond this center. There are no community efforts to pursue industrial growth, according to the director.

Targeted Access for Special Populations

The CPIC serves out-of-school youth through two alternative high schools. Additionally, several charter schools provide services to special populations using self-paced curriculum and other methods.

STW Elementary, Middle, High School, and Postsecondary Initiatives

There is a myriad of services being offered to students in Cochise County. The STW philosophy has been embraced to varying degrees by many districts. One district, Bowie, has a completely integrated K-12 STW system. Others have emphasized STW primarily at the high school level.

Elementary schools in the partnership have been engaged in school-based activities and to a lesser extent work-based activities. Some examples of the activities include guest speakers, career related field trips, school-based enterprises and classroom instruction. The strategy to further engage elementary teachers was based upon the assumption that a bigger impact can be made in the earlier grades, according to the director. One example of elementary involvement is the third grade career awareness program at Bella Vista Elementary school. Community members visit the class weekly to discuss their education and careers. Almost daily discussions include how school skills will be applied in adult life and texts highlight careers in various fields. According to student activity statistics for November-February 1998 for eight reporting local partnerships more than more than 4,000 students were exposed to career information. Nearly 2,000 participated in a career-related field trip.

Middle School/Junior High students are receiving counseling and seven schools have a STW class that provides exposure to "real world activities." Other work-based experiences include job shadowing.

High schools in the area have to be creative in finding ways to provide work experience in a rural community. On a visit to Bisbee High School students explained several school-based enterprises. Special education students run a school store that has generated a $14,000 profit in one year and provides students with work experience. The vocational program supports Graphic Arts students in a tee shirt production business. They made shirts for sports teams and others. Another program in the school included a technology class which uses applied learning and a culinary arts program that emphasizes careers. At Valley Union High School students are required to participate in a community service project in order to graduate and get credit for work experience. They receive career counseling and are helped to develop workplace skills. Each student develops an individualized career plan. The students built their own athletic field, create and sell metal sculptures in their agriculture class, and are involved in a variety of enterprises in their community.

Linkages between high school and postsecondary opportunities have been an important component of the partnership plan. There has been a major expansion of the seamless articulation in programs. The director markets articulation as a way to help students, regardless of the institution that they choose to attend.

Career Counseling

Career counseling at the high school is curriculum-based to a large extent. Valley Union High School conducts individual planning with students and Sierra Vista also has a strong counseling program. All high schools have career centers that supplement other activities. Comprehensive Competency-Based Guidance (CCBG) has been adopted by several districts.

Goal 3: Technical Assistance

Ongoing Needs Assessment

The partnership has conducted a survey to determine training needs. Ongoing needs assessment also occurs through the quarterly meetings of the council and through daily interaction with partners, community businesses, and service providers.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

Career Pathways have been introduced to schools in collaboration with the ADE and Tech Prep. *Workplace Skills* information has been distributed to all local community partnerships and presented at the council meeting. Minimal progress was reported on expanding the use of applied/contextual curricula. The partnership plans to make presentations to teachers and administrators and to collect information concerning CORD and other applied curricula for the purpose of making recommendations to districts. A lending library has been assembled which includes materials for all grade levels.

Professional Development Initiatives (Including business and educators)

Professional development activities for educators have included partnership-sponsored workshops and business-sponsored teacher internships. In addition, limited opportunities for teacher training are available through Northern Arizona University (NAU).

The partnership has created training materials for teachers and school administrators to help facilitate the job shadowing process. The job shadowing packet includes a description of how to implement a comprehensive job shadowing program and includes forms that could be used for paid or unpaid job experiences.

Technology training has been provided through a grant from US West. Free professional development credit has been offered to teachers and business/GSPED partners for workshops on Windows or any communications related course at Cochise Community College. Substitute pay has been allocated from the grant.

Other strategies for professional development include presentations by staff on STW, applied academics, CCBG, and school-based business opportunities to the business community. Designated staff from each local partnership have visited businesses to familiarize them with the programs and to solicit their involvement.

Goal 4: Community Involvement
(Including employers and the community-at-large)

A major effort has been made to involve employers in STW. Businesses have been contacted in each local partnership to solicit their participation. Surveys asked if they would be willing to participate in career fairs, classroom presentations, field trips, job shadowing, internships, mentorship, community service, paid or unpaid work experience for students, teacher internships, serving on advisory boards, student interviews or mock job interviews for students. The employer database is being updated to include Sierra Vista and when completed the director estimates that up to 500 businesses will have offered to participate.

Strategies to increase community involvement also include direct presentations and public awareness activities targeted to parents and other community members.

Goal 5: Public Awareness

The partnership has used a variety of strategies to "spread the word" about STW. There has been significant progress in making STW presentations to business, school, and parent organizations. The STW web page has published minutes of the council and, in the future, will hold the business database. Print materials have included the use of STW flyers and newspaper articles appearing in college, high school and community newspapers. A local television station has carried STW-sponsored Internet and Windows 95 workshops. Examples of the type of materials that have been produced included the STW brochure, a piece on concurrent enrollment, "College? Get Started," a flyer for students on National STW Week, and articles from local and school newspapers.

Activities that are planned include the quarterly newsletter, radio public service announcements, and newspaper advertisements. The partnership is also exploring the use of flyers in grocery bags.

The public polling results have been used to plan strategies to increase support. Graphic representation of the two-year comparison was prepared and reviewed by the Council.

Goal 6: System Evaluation

The Cochise partnership has local evaluation plans and participates in the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. Each partnership conducts a self-evaluation of their own goal attainment and site visits are conducted by the Council. A rubric has been developed for each partnership to review their activities in light of their original plan and make changes to help accomplish their goals.

Furthermore, participation statistics are required on a quarterly basis from all local partnerships. Data collection has been decentralized and, according to the director, significant progress has been made in training the local partnerships to collect and maintain data in order to complete the federal evaluation tools. The data are also collected on the use of local community partnership career centers, technical assistance and marketing.

Discussion

Partnership Assets

The Cochise partnership has a solid track record and is well equipped to support the development of STW. The success noted in the previous year continues. Partnership staff have made the commitment to local autonomy and the results are seen in the expanding pool of participating schools and businesses. Processes to collect and use participation information and business data are notable. The use of self-assessment also is laudable in that local partnerships are encouraged to monitor and adjust their own activities.

Collaboration with other education and training programs and community agencies is another strength of the partnership. Sustainability of the STW philosophy seems to be realizable given the momentum of current programs within local communities. Several districts have embraced STW wholeheartedly, which allows the partnership to promote several examples of model programs.

Partnership Challenges

Cochise County faces the challenge of limited resources. As in other rural areas, there are few large businesses. This requires creative strategies to provide work-based experiences for students. Community resources are minimal in some communities and transportation for students is difficult. Computer access is not available for all schools and the use of Internet resources is, therefore, limited. Some schools are faced with diminishing resources and older facilities which limit the types of programs that they can offer.

The integration of academic and vocational curriculum continues to be a challenge. Additionally, postsecondary linkages are the weakest link in the STW services. GSPED is a concept that is fairly alien to the local communities, as is economic development in general, and does not have the appeal that it does in more urban communities. Therefore, explaining the merits of the GSPED model and the relationship of STW to economic development will be challenging.

Summary and Suggestions

The partnership should pursue the goals that it has established for itself. These include the movement of the employer database to an Internet site and the continuation of training for teachers and business partners. Since all schools are now active, it would be wise to assess the level of involvement of local partnership schools and help partnerships set up a plan for increasing the intensity of activities.

- Documentation of student outcomes and sharing of promising practices will require additional training for partnering schools.
- Prioritization of activities which increase business involvement will help increase participation and in-kind contributions.
- Support should be pursued for strategies that promote greater integration of academic and vocational subjects.
- Refocus GSPED objectives in light of those businesses that are most active in the county.
- Provide support to help local partnerships evaluate their own plans with the objective of maximizing their resources and supporting sustainable programs.

Coconino STW Partnership

Site Visit: March 4, 1998

Region Served: The Coconino County School To Work (STW) Partnership serves communities in North Central Arizona excluding the Navajo Nation and the Fredonia/Moccasin School District. Flagstaff is the largest community within the geographic region followed by Page, Williams, and the Grand Canyon.

FY 1995-96 funding:	$67,754
FY 1996-97 funding:	$305,275
FY 1997-98 funding:	$202,750
Total investment to date:	$575,779

School Profile

The Coconino County STW Partnership serves students in five public school districts as well as in charter and private schools. The area is also served by several institutions of higher education including Northern Arizona University (NAU). Four unified districts, Page, Williams, Flagstaff, and the Grand Canyon serve the greatest share of students. In total for the 1997-98 school year, Coconino's regional partnership included 40 public schools enrolling more than 17,138 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Coconino School To Work (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	9,212
Grades 7 through 8	2,369
Grades 9 through 12	5,557
Ungraded Elementary (K-8)	0
Ungraded Secondary (9-12)	0
TOTAL	17,138

*Note: Enrollment data reflect 37 schools for which data were available of the 44 schools identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

Because northern Arizona is a tourist destination, the communities of Flagstaff, Page, Williams, and the Grand Canyon support a large number of businesses in the Tourism cluster. Other businesses in the Page area include the Navajo Power Station, the National Park Service, hospitality industries and a few small businesses. Flagstaff is home to WL Gore (a medical products company), Ralston Purina, New England Business Services (a paper products company), and Wisconsin Tissue. Northern Arizona University (NAU) is the largest employer in Flagstaff and there are numerous small businesses. The hospitality industry is key in the Grand Canyon and Williams. The surrounding rural areas also support ranching and forestry.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The governance of the partnership is shared between an executive committee, regional task forces, partnership staff, and school coordinators. The executive committee of the board is responsible for approving expenditures, hiring the director, and establishing bylaws. According to the director, few occasions arise which require the board to make policy decisions. Regional task forces establish strategies for implementation in local communities. Staff— including a director, an administrative assistant, a marketing coordinator and an evaluator—oversee the daily operations of the partnership. A system of "School-to-Career" coordinators also help to support local schools.

The executive board consists of 12 members including the superintendents or designated representatives from the Grand Canyon, Flagstaff, Maine Consolidated, Page, and Williams school districts, a community college representative, six business or agency representatives (nominated by the education membership) and a JTPA (Job Training Partnership Act) representative. Board attendance and membership is fairly stable and the board functions well, according to the director. GSPED participation on the board includes ARAMARK for Tourism. Other business members include US West and WL Gore.

The partnership has experienced staff turnover. Both the evaluator and secretary/assistant have been replaced since last year. However, the roles of the staff have remained constant. The director is primarily responsible for building collaborative relationships with schools, businesses, and community agencies. The director and marketing coordinator support one another in promoting STW and participating in local events. The director serves on various boards within the communities and outlying areas.

Task forces exist in several communities. The Grand Canyon has a dedicated STW task force. In Page, STW has been incorporated as part of an existing Hospitality Task Force. The Chamber of Commerce serves as the community planning group in Williams and Flagstaff is served by a STW task force comprised mainly of business members. The Flagstaff task force was formed a result of a 2020 community-wide visioning process. One subcommittee emphasizes the business/education connection by implementing job shadowing for teachers and other school personnel. Other task forces address student work experience and the hospitality industry.

Sustainability

The partnership plans to institutionalize STW through collaboration with existing community, education, state, and business partners. The alignment with the Flagstaff strategic plan for workforce quality exemplifies this strategy. The partnership also supports the continuation of STW by funding and promoting best practices in schools. Elements that would continue beyond the funding period include: the implementation of Career Pathways and business alliances such as those involving the National Park Service in Page and US West in Williams.

According to the director, the maintenance of the current partnership structure is reliant upon new sources of state funding. At a recent meeting, forming a nonprofit organization was discussed. The idea was rejected as impractical due to local competition for contributions. A funding stream analysis had not been conducted and was not planned. According to the director, the value of the analysis would be limited because money earmarked for other programs, such as JTPA, would never be reallocated at the local level without state support.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

Education, training and retraining partners include NAU, JTPA, and Tech Prep. Participating colleges within NAU include the Center for Excellence in Education, the Institute for Future Workforce Development, the Business College, the Forestry Department, and the Arts and Communications Department. The partnership is closely aligned with Tech Prep and existing school vocational programs. For example, the Flagstaff VocFest is a joint effort of NAU, Coconino Community College (CCC), Flagstaff Unified School District, Tech Prep, and STW.

There are few job training entities and technical training is not extensively available in Coconino County, according to the director. Except for a welding school, JTPA, JOBS, and the Navajo Training Program in Page, people must travel to Phoenix for specialized training.

Incorporation of the Arizona Department of Education (ADE) Career Pathways model has been minimal. The high school in Page was the only partnership school using Career Pathways at the time of the visit. Flagstaff High School has made major counseling changes, according to the director, but were not considering Career Pathways at the time of the visit due to the resources required.

Minimal links to higher education have been accomplished by virtue of university representation on the board and through joint program development. However, the director feels that the direct involvement of instructors is the most promising avenue to strengthen the postsecondary ties to STW.

Universal Access:
School Participation and Roll-Out Strategy

For FY 1997-98, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

The Coconino County STW Partnership reported that 75% of all public schools were "active" participants as of June 1998. More than 89% of schools serving students in the upper grades are active. Less than three-fourths of middle/junior high schools are actively involved and 68% of the elementary schools are represented. "Active" schools are summarized in Table 2 on the following page.

Integration with Other Initiatives

The director works with community groups including: Volunteer Associates, a group which facilitates service learning; the NAU College of Business Students In Free Enterprise board; and the Flagstaff Chamber of Commerce, among others.

A planned effort to participate in the Arizona Department of Economic Security's (DES) One-Stop planning process had not yet occurred as of the site visit. However, staff from DES presented information concerning the One-Stop Career Center at an executive board meeting. The director feels that she would like to become involved but perceives the mission of STW as more inclusive than the One-Stop Career Center which will primarily serve out-of-school youth. The small business center at the community college was also mentioned as a potential partner. Other partners include the Northern Arizona Home Builders and Junior Achievement.

Table 2
"Active" School Participation for the Coconino School To Work Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	Other	Total	E/J	M/J	J/S	Other	# Total	% Total
Flagstaff USD	12	2	4		18	10	2	3		15	83
Grand Canyon UHS	1		1		2	1		1		2	100
Maine Consolidated	1				1	1				1	100
Page USD	2	1	1		4	2	1	1		4	100
Williams USD	1		1		2	1		1		2	100
Charter Schools	8	1	2	2	13	2		2	2	6	46
TOTAL PUBLIC SCHOOLS	25	4	9	2	40	17	3	8	2	30	75
Private	2	1		1	4					0	0
TOTAL SCHOOLS	27	5	9	3	44	17	3	8	2	30	68

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

Targeted Access for Special Populations

Programs targeting special populations are administered through a number of participating agencies. The partnership has been supporting a transition program for out-of-school youth administered by NAU. Special needs students in Flagstaff have participated in a work-based program with a local resort. Collaboration with the Native American Youth Empowerment program— Earth Circle — provides services to Native American students. The equity task force supported through ADE is active in the county. In order to encourage the development of more services to previously unserved populations, mini-grants for charter schools, programs serving dropouts or those in detention, or other innovative programs are being let.

STW Elementary, Middle, High School, and Postsecondary Initiatives

The development of STW initiatives within each community is being achieved through funded pilot projects, "mini-grants," and the efforts of local school-to-career coordinators. Activities vary by community. The partnership also has promoted best practices to encourage replication of promising programs.

Elementary activities are predominantly school-based. However, some programs have incorporated a work-based component. Overall, the director feels that four of 11 elementary schools in Flagstaff have some "exciting " programs. A visit to Marshall Elementary School exemplified this level of involvement.

Students from a fourth grade class presented their school enterprise, a book store. With the sponsorship of a local bookstore, Bookman's, the students prepare inventory, sell used books, keep track of the profit and share responsibility for all aspects of their enterprise. A business curriculum emphasizing workplace skills was presented to the students by the bookstore employees and field trips to the store also enhance the experience. Students proudly displayed the logo for their business and discussed the roles that they perform in the business. As evidence of the program's success, the book store manager wants to increase participation to other schools and programs. The teachers have noticed an improvement in student math skills and motivation as a result of the store operation. The students said that, as well as being fun, they understood why learning math was important. Other elementary programs include a Microsociety at Lakeview elementary school in Page, elementary integration in Williams, and implementation of Junior Achievement curriculum at several elementary schools. NAU students from the College of Business are also helping elementary projects by presenting entrepreneurial workshops to schools. Thus far, the Grand Canyon District has not emphasized elementary STW programs.

Middle school involvement has been minimal and at the time of the visit included a school in Williams and one in Flagstaff. The middle school in Flagstaff is using a two-camera video technique to enhance student experiences in a technology class. Students participate in a workshop once a year to script and produce their own videos. The VocFest involved 1,000 eighth grade students in a one day event exposing students to vocational programs offered in the high school.

High schools are predominantly involved in traditional vocational education activities. Virtually all work-based experiences are provided through the vocational programs, according to the director. In some communities, vocational classes are required for graduation so that all students are exposed to workplace opportunities. In Flagstaff this is not the case, however. Business participation is minimal in Flagstaff when compared to Page and Williams. In Flagstaff, opportunities are provided through service learning or events such as Groundhog Job Shadow Day. Approximately 40 students visited businesses such as the Flagstaff Medical Center, The City of Flagstaff, the Museum of Northern Arizona and other public sector employers. The Chamber of Commerce in Flagstaff does provide interviewing experiences for senior students. Other high school activities planned in Flagstaff include career counseling and interest inventories. Page has a job fair and the Chamber of Commerce maintains student portfolios on file for use by employers.

An innovative program at Williams High School was observed during the site visit. The students run a business with US West selling cellular phones. This program differs from others in that the students are paid a direct commission for their sales. The store operates in a room adjacent to a business classroom. The US West manager teaches selling and the basics of business, and trains the students in product knowledge. Students also tour the office and call center of US West. In order to participate, students must keep up their grades and adhere to a dress code when representing the company. Benefits that students have reported include: learning real-world skills such as how to deal with staffing and management, improved grades, and better attendance.

Career Counseling

The director counts the development of a new counseling philosophy at Flagstaff High School as one of the most notable results of partnership efforts. STW and Tech Prep cosponsored counselors to attend the state-sponsored Counselors' Academy. The counselors implemented what they had learned by defining competencies required for graduation and created folders for each student to track their progress and map out their courses. All Flagstaff Unified High school counseling is going to be revised to include career counseling and parental involvement.

Goal 3: Technical Assistance

Ongoing Needs Assessment

The partnership conducts several surveys to gather information about teacher participation in STW. The information is used to help plan services to schools. There are also several needs assessments being done in the community. They include the Flagstaff Chamber of Commerce, Northern Arizona Homebuilders and Coconino Superintendent of Schools. Integration of these various assessments and application to the STW partnership has not yet been accomplished.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The partnership plans to have groups of educators begin to work on preparing applied/contextual curriculum and implementation of Career Pathways and *Workplace Skills*. The predominant method is through the funding of projects through the mini-grant process. The school coordinator in Williams has begun to integrate the vocational curriculum with the US West cellular phone store on site. Grand Canyon has already addressed Career Pathways. Williams and Flagstaff are still in the planning stage as it relates to curriculum initiatives. Coconino Community College has begun to organize its articulation agreements in terms of four Career Pathways: Business Systems, Engineering/Industrial Systems, Health Services and Social/Human Services.

Professional Development Initiatives (Including business and educators)

Professional development is occurring predominantly through presentations by the director at site council meetings or in small group settings. The school coordinators will be helping train educators within their own schools. There has been limited teacher job shadowing offered in Flagstaff through the Flagstaff VIP business/education exchange program. Eighteen teachers shadowed for up to a full day in one or more businesses (in two hour blocks). This effort was time consuming on the part of partnership staff to set up the shadowing experiences. In some cases, teachers will be invited to attend committee meetings or Chamber of Commerce education committee meetings. Other training opportunities for teachers, such as the Counselors' Academy or internships through Arizona State University or NAU will be advertised and teachers will be encouraged to attend.

Business training is currently being conducted by the hospitality task force in Page. No other opportunities for business training were discussed.

Other Technical Assistance Activities

The STW partnership provides technical assistance to the Apache, Hualapai, Hopi, Navajo and White Mountain Apache youth through support of the NAU Institute for Future Work Force Development. One of the main events that they sponsor is a yearly career fair for Native American Youth.

Goal 4: Community Involvement (Including employers and the community-at-large)

The director attends a number of community planning meetings and participates in such groups as the Chamber of Commerce, Northern Arizona Homebuilding Association and others in order to further

engage business/GSPED employer participation. Business partners are also encouraged to participate in task forces, and sit on the Executive Board.

The community-at-large is involved through a targeted public awareness campaign and by offering community events. Career fairs, Chamber of Commerce fairs and Youth Fairs are community wide events which include a variety of audiences. Strategies to increase parental involvement are not currently targeted. The best method to reach parents, according to the director, is through the site council meetings and service organizations.

Goal 5: Public Awareness

The public awareness campaign relies heavily on one to one contact. Both the director and the marketing coordinator make presentations to community groups and "take advantage of every opportunity to go out there and talk up School To Work." Other strategies involve media coverage of local events. The Groundhog Job Shadow Day generated a lot of positive publicity. Thirty-one key community figures provided job shadowing for students. Students were matched with mentors based upon a review of essays explaining their interests. The mayor issued a proclamation for the day and a recognition dinner followed the event. Other strategies that have proven successful include television and radio announcements and public service announcements.

Public polling data hasn't been used extensively because the timing did not allow analysis of the advertising campaign last year. However, it is hoped that the next polling data can be used for measuring effectiveness of their current public awareness strategies. No specific group is currently being targeted.

The partnership relies for the most part upon state produced materials. Customized materials have been produced in a limited fashion for the VIP program, hospitality tours and VocFest.

Goal 6: System Evaluation

Several surveys have been conducted. A teacher survey, initiated at the request of the task force in Flagstaff, measured current STW practices. The response rate was variable and due to the transition of evaluation staff, data collected in fall of 1997 was just analyzed. Baseline information for teacher participation was presented to the board. A survey in cooperation with the Builders Association is under discussion. Additionally, there have been local programs nominated and accepted for Best Practice recognition. Use of Flagstaff school data is under discussion with the district.

The evaluator suggests that data collection needs be reviewed to minimize the burden placed upon the schools. In addition to national and state mandated data collection, collection of local program outcome data has been prioritized.

A business resource databank containing information about 1,300 businesses in Coconino County is available for teachers on request. The maintenance is currently the responsibility of the marketing consultant. Other organizations have tried to take the lists but the director is hesitant to "give up" the database since it is affiliated exclusively with STW and represents a significant amount of work. However, the director pointed out the database would not be sustainable outside of the current partnership structure.

Discussion

Partnership Assets

The partnership has been successful in identifying and partnering with existing community resources. As a result, duplication of effort has been minimized and local community buy-in has been strengthened. The use of community planning groups also has been effective in customizing STW plans to match local needs. The partnership has encouraged the development of several innovative programs. The elementary programs that were observed are quite strong and show potential for replication and sustainability. Hospitality initiatives are also well developed. The Tourism GSPED cluster is well represented by virtue of the proximity to NAU and resources are available from their Hospitality programs.

Partnership Challenges

According to the director, attitudes at some schools are a barrier and change is slow. STW is not perceived by some principals and educators as applicable to all students. The dual role of individuals in both vocational and STW capacity has, in some cases, reinforced the misperception that STW is strictly for students who have chosen vocational courses. It is difficult to convince academic teachers that career exploration can be integrated into their curriculum. Another challenge is to present STW as a part of the normal process rather and an "add-on" program. The adoption of state models, such as Career Pathways and *Workplace Skills* in the curriculum, has been relatively slow.

The partnership relies extensively on collaboration with a number of partners. While collaboration is generally positive, there is also a risk that the partnership identity may become blurred. Some confusion about the mission and scope of the partnership and a lack of buy-in from some schools has been noted. Expansion of business involvement, especially in the Flagstaff area, is also an area for growth.

Summary and Suggestions

The partnership has benefitted by the multiple efforts of community and educational groups. Achieving a sustainable STW system continues to be a challenge. Maintaining a partnership identity and common mission while involving all parties is critical to success. Sustainability is a critical issue both in definition and accomplishment. Additional suggestions for consideration by the partnership include:

- Encourage institutionalization of STW within the schools. Reexamine mini-grants in light of their ability to sustain themselves. Funded projects that meet this criteria should be prioritized over those that support more immediate needs for equipment or supplies that will have no long lasting impact and are not replicable.

- The ability to continue to fund a separate entity to administer STW efforts in the county could be further explored through grant funding from other sources, willingness of other entities to support efforts as well as additional state funding. A funding stream analysis would be helpful in that it would identify any other partners to help sustainability.

- Refocus and prioritize community efforts to maximize the efforts of key staff and to clarify the definition of the STW. Prioritize those with common issues and that are most able to impact STW. Renew efforts to become involved in planning through the Department of Economic Security One-Stop Career Center.

- Refocus GSPED objectives and clarify links to existing programs and student experiences. This will help to explain the relationship of GSPED to the STW effort in the local community.

- Make the database of employers directly available to teachers through some avenue of distribution rather than considering it proprietary partnership information. Teachers may have difficulty getting a phone to call and ask for information. It would be preferable to find a way to share the information (via Internet) and obtain a commitment from some group to update the information periodically.

- Both Williams and Flagstaff have elected to ignore the fingerprinting requirements required by the state. They don't want to initiate the practice because they fear that it will then apply to all participants in vocational education activities. Since this could represent a liability for the schools involved, further action should be considered.

Eastern Arizona STW Partnership

Site Visit: March 18, 1998

Region Served: The Eastern Arizona School To Work (STW) Partnership serves Gila, Graham, and Greenlee Counties. The area extends from near the eastern edge of Maricopa County to the New Mexico border. The area includes the community of Payson on the western side and Duncan on the far east. Also included are the San Carlos and Apache Indian Reservations.

FY 1995-96 funding:	$ 50,000
FY 1996-97 funding:	$ 250,919
FY 1997-98 funding:	$ 241,139
Total investment to date:	$ 542,058

School Profile

Six elementary districts, 12 unified districts, charter schools, an accommodation district, and a special services district are located within the partnership boundaries. The area is also served by several institutions of higher education. The structure and size of the school districts varies widely across the partnership. Some schools, such as Bonita and Young, are quite isolated. Other communities, such as the Gila Valley area, can share resources due to proximity of schools. A number of schools are quite small and serve a diverse student population. Solomonville and Safford serve a large share of Hispanic students while San Carlos and Fort Thomas have relatively more Native American students.

In total for the 1997-98 school year, Eastern Arizona's regional partnership included 54 schools enrolling nearly 18,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Eastern Arizona School To Work Partnership (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	9,723
Grades 7 through 8	2,816
Grades 9 through 12	5,186
Ungraded Elementary (K-8)	99
Ungraded Secondary (9-12)	129
TOTAL	17,953

*Note: Enrollment data reflect 53 schools for which data were available of the 54 identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

The three-county area includes several large employers and many small employers. Mining is the largest private sector enterprise in Morenci, Globe, and Miami. The economic health of these areas is dependent upon the copper market, which currently is depressed. Other major businesses in the Food, Fiber and

Natural Products GSPED cluster include cotton farming in Graham County and ranching. Other areas of the region, including Payson, rely on the Tourism GSPED cluster due to climate and natural resources. Payson is a summer retreat for many Phoenix residents. The Senior Living Cluster is well represented across the partnership. Public sector employment is very important in the region, including education and law enforcement.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership governance structure consists of local implementation teams in three areas:

1. Miami/Globe/San Carlos/Hayden
2. Safford/Thatcher/Pima/Fort Thomas/Duncan/Morenci/Clifton
3. Payson.

Agencies including JTPA and the Arizona Department of Economic Security (DES) are represented on the local implementation teams. Local teams continue to be responsible for generating program goals for their respective regions. This planning process provides an opportunity for education, community, and business leaders to collaborate, according to the director.

The "Leadership Team" is comprised of one superintendent from each county, the president of Eastern Arizona College, an education and business representative from each local implementation team, and other business partners. The Leadership Team meets at least quarterly to make major decisions concerning budgets, Requests for Proposals (RFPs), or amendments. The team currently is not informed about GSPED; however, an orientation is planned. The goal for membership of the governance teams is to add GSPED representation as vacancies occur.

The partnership was without a director for the first half of the year. The position became vacant in October and was filled briefly in December. The current director has been active in the partnership since January and became a full-time employee in February. Prior to his appointment the evaluator was given responsibility to follow up on completion of the prior year's activities but was not charged with initiating activities to meet the current year's goals. Consequently, many of the objectives set for the current year had yet to be initiated as of the site visit. The evaluator and marketing specialist provided support for the partnership during the absence of the director. All of the partnership staff report good working relationships.

A cadre of school coordinators will be responsible for implementation of the goals within local schools. The director indicated that this strategy will build buy-in due to local control. District superintendents will hold cadre members accountable for accomplishing locally-established goals. Members will be compensated based upon completion of tasks. One of the first projects that the school coordinators will be responsible for is an inventory of current activities and a needs assessment of existing programs. The coordinators' initial training was scheduled for March 3, 1998.

Sustainability

Several elements of STW have been institutionalized within the local school districts. The director indicated that programs such as the career development courses in Solomonville and portfolios in Payson Middle School are supported exclusively by their respective districts. The programs will continue based

on their successful implementation in the schools and do not rely on external funding. It is hoped that the local site coordinators also will become a part of the local system and will continue to be supported locally. The site coordinators will provide an avenue for sustainable programs. Safford has already committed to supporting a coordinator on an ongoing basis.

A funding stream analysis has been conducted for schools and is planned for the community at large. However, program and funding silos seem to preclude sharing of funds to support the existing partnership structure. Participation of key stakeholders on governance teams also is a strategy the partnership has employed to allow informal sharing between programs. Sustainability is a topic that the board has just begun to address.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

The relationship between existing training and education entities is tenuous at best, according to the evaluator. While JTPA is represented on the governance committees, for example, very little programmatic integration has occurred. Moreover, the coordination of programs is becoming more difficult given the current separation of Tech Prep program elements and staff. The partnership hopes that site coordinators will be best placed to improve program integration. They will act as liaisons for their schools and will identify and link activities and programs that can help support the development of a STW system.

Universal Access: School Participation and Roll-Out Strategy

For FY 1997-98, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

Eastern Arizona STW Partnership reported that 89% of all public schools were "active" participants as of June 1998. "Active" schools are summarized in Table 2 on the following page.

The Leadership Team envisions that every school will be active in some way with minor exceptions. Every school is assigned to a coordinator who will conduct an inventory of services and encourage participation. At this point, schools who have not "opted out" of STW are considered active.

Integration with Other Initiatives

Economic development entities in the community include local chambers of commerce, DES's One-Stop Career Center, and the small business development office at the Thatcher campus of Eastern Arizona Community College. There has been little, if any, integration with these initiatives thus far. The director plans to contact DES and initiate joint planning for the One-Stop Career Center.

Arizona's Career Pathways have been adopted by a number of schools. The partnership encourages schools to adopt the Pathways when possible and has provided materials. A census of activities will provide the partnership with more detailed information concerning the level of implementation.

Table 2

"Active" School Participation for Eastern Arizona School To Work Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Blue ESD	1				1					0	0
Bonita ESD	1				1	1				1	100
Clifton USD	1		1		2	1		1		2	100
Dan Hinton School				1	1					0	0
Duncan USD	2			1	3	2			1	3	100
Ft. Thomas USD	1		1		2	1		1		2	100
Globe USD	2	1	1		4	2	1	1		4	100
Greenlee Accomm.			1	1	2					0	0
Hayden Winkelman USD	2	1	1		4	2	1	1		4	100
Miami USD	3	1	1		5	3	1	1		5	100
Morenci USD	1		1		2	1		1		2	100
Payson USD	3	1	1		5	3	1	1		5	100
Pima USD	1		1		2	1		1		2	100
Pine-Strawberry ESD	1				1	1				1	100
Safford USD	2	1	2		5	2	1	2		5	100
San Carlos USD	1	1	1		3	1	1	1		3	100
Solomonville ESD	1				1	1				1	100
Thatcher USD	2	1	1		4	2	1	1		4	100
Tonto Basin ESD	1				1	1				1	100
Young ESD	1		1		2	1		1		2	100
Charter Schools	1		2		3			1		1	33
TOTAL SCHOOLS	28	7	16	3	54	26	7	14	1	48	89

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

The primary higher education partner is Eastern Arizona Community College. There are no private schools or major postsecondary schools in the area with the exception of the satellite program from Northern Arizona University. The president of the community colleges is active on the leadership team. Various other individuals within the community college support the partnership through such activities as helping recruit businesses, participating in staff development and technical assistance activities, and by donating the use of their facilities for meetings and events.

Targeted Access for Special Populations

The best example of a targeted strategy for special populations is the joint effort between the STW partnership and the Graham County Transition Team (Arizona Department of Vocational Rehabilitation). The director participates on the transition team, relevant technical assistance is provided to teachers, and seed money was provided to the development of a "Career Planning Notebook." The notebook jointly developed by STW, Tech Prep, and the Graham County Transition team provides basic information about career planning and exploration including Career Pathways.

STW Elementary, Middle, High School, and Postsecondary Initiatives

A variety of school-based, work-based, and connecting activities are occurring across the partnership. Although a complete inventory of activities had not yet been completed, partnership staff provided highlights. Elementary activities include a program involving 60 sixth grade students at Safford Middle School. The students run a school supply store. The project includes all aspects of the business including publicity, graphics, marketing, bookkeeping, advertising, public relations, communications, and writing. Students develop workplace skills and explore careers in the classroom as well. Business persons provide mock interviews for students and job shadowing in a business related to their interests. Students create portfolios that include resumes, career plans, and interest inventories. Other types of elementary activities include field trips, guest speakers, and some job shadowing. Miami elementary schools implemented a Career Day. Students researched and reported on different careers.

Middle school activities include summer camps offering 80 students career exploration activities, field trips and interviewing. The camps will be offered in Payson, Globe and Safford/Thatcher. In the Pima School District, eighth grade students learn about applications and resumes as a part of their business and home economics classes. Seventh graders take interest inventories, as do students in Payson, Miami, San Carlos, Pima, and Safford. Students in Payson take portfolios to the high school. Solomonville eighth grade students create portfolios as well. The director indicated that he would try to facilitate linkages for them with Safford High School.

High schools are most active in STW by virtue of well established vocational programs. A sample of the other types of activities include career fairs, job fairs, interview days and career exploration activities. Students learn about applications and resumes in the Pima USD. Several communities use interest inventories to help students explore career options. Work-based opportunities include co-op programs in two or three schools.

In San Carlos, the agriculture and business departments have worked with the Fish and Wildlife Service to conduct an ecological study for the San Carlos River. During the visit, a Workskills class at Safford High School was observed. The program was started as a result of a teacher bringing ideas back from a STW Tech Prep conference supported by STW funds. The students learn teamwork and cooperation, computer skills, and basic business concepts. Academic skills are also integrated as students work in teams to work through simulated business situations in the areas of personnel, communications, advertisement, law/finance, ethics, and problem solving. The students are evaluated using performance

evaluations. Cooperation, promptness, attendance, personal performance, and team functioning are all incorporated into the evaluation. All ninth grade students participate in the program, which is the joint effort of three dedicated teachers. They reported that the students are highly engaged and that the teachers compliment one another by dividing responsibility for grading, lesson design, and delivery. Another program visited was the Culinary Arts class at Thatcher High School. The special education students run a school snack shop. Students, including an autistic child, appear to be highly engaged in the process, learning workplace skills and occupational competencies.

Postsecondary linkages are the least developed. However, several high schools have dual credit courses with Eastern Arizona College. Most integration occurs through the Tech Prep programs. A plan to have community college students pursuing a career in a GSPED cluster visit high school classes to discuss the cluster is pending.

Career Counseling

Districts are being encouraged by the partnership to involve counselors in the STW process. According to the evaluator, other school staff should also support counseling. Several districts are using the Comprehensive Competency-Based Guidance (CCBG) model. The partnership also sponsored ten counselors to attend a Counselors' Academy.

Goal 3: Technical Assistance

Ongoing Needs Assessment

Needs assessments currently are conducted informally as a part of governance and community meetings. A postcard survey was conducted to determine the level of implementation within the schools. Future plans include a needs assessment survey patterned after one done by Yavapai County STW Partnership. The partnership also will use site coordinators to gather information and to conduct a needs assessment. Current programs will be examined to identify needs for technical assistance and gaps in service that might require new services. The group also will be used for joint problem resolution.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The director is aware of Career Pathways being used by ninth grade students in Clifton and in schools in Payson, Safford, and Solomonville. Every teacher in the partnership received a classroom set of Career Pathways brochures. The brochure was developed with input from local school partners. The partnership makes the brochure available for local parent nights. Sample K-2 portfolios are available upon request.

Professional Development Initiatives (Including business and educators)

In FY 1996-97, approximately 30% of the more than 1,000 teachers were provided with *some* training. The strategy was expanded to include a GSPED orientation in the current year. However, the presentations were deferred until GSPED materials could be acquired from the state's STW Division. Training was offered to 50 educators, business representatives, and parents through a conference cosponsored with the Tech Prep Consortium. The conference focused on raising student expectations through the use of applied learning. The Tech Prep office has a complementary objective to provide

summer internships for teachers. Other training is specific to each community. Both *Workplace Skills* and curriculum integration training are planned for the future.

Mentorship training is scheduled for businesses engaged in providing work experience for students. The process will use local presenters, but was delayed due to the lack of site coordinators.

Other Technical Assistance Activities

Strategies to increase the involvement of Native American tribes include actively recruiting representation in the governing structure. The director also plans to attend the National Indian STW Conference and to further develop personal contacts within the tribal community.

Goal 4: Community Involvement
(Including employers and the community-at-large)

As a part of an ongoing effort to expand the pool of employer participants, the partnership is transitioning the recruitment of businesses from partnership staff to local site coordinators. The directory of businesses previously contacted has been distributed to teachers and school personnel and provides a baseline for local efforts. Other initiatives to involve employers include participation in governance and publicity of joint business and school efforts.

Parents and grandparents have been targeted within the community-at-large for increased involvement. This is occurring naturally through school presentations conducted by students. The partnership also has expanded the membership of the local implementation team to include at least one parent. Other community-based organizations or groups have not yet become involved. However, a planned effort to have educators and students present STW activities to service organizations has been initiated.

Goal 5: Public Awareness

The partnership uses newspaper and radio advertising to achieve their public awareness goals. The partnership has given STW jingles to the stations, although they are not sure of the air time that they receive. The primary purpose of the jingle is to increase name recognition. Parents are the main target group. Grocery bag inserts were used successfully in several communities to reach this group. Both parents and school personnel were targeted through distribution of a video. A "Discover Your Dreams" video produced by the partnership and the state-produced video—"Connecting Classrooms, Communities, and Careers"— were sent to all PTO/PTA organizations in the partnership. The lead team (site council) of each school also was notified of the video.

Other materials that were shared included a description of the difference between Tech Prep and STW, and a brochure describing STW. A scrapbook of newspaper articles is maintained by the marketing coordinator as well as an inventory of materials available for use by local implementation teams.

The site coordinators will be trained on public awareness so that they can collect and submit articles concerning projects published in local media.

The results of public polling have not been used extensively. The marketing coordinator does plan to look at results in the future to determine which audiences should be targeted.

Goal 6: System Evaluation

In addition to the state and national evaluation requirements, several locally-developed surveys have been conducted in order to provide information for planning and program improvement. A "Postcard Survey" of classroom activities was conducted last year. While only 15% of teachers returned the survey, it provided a sample of the types of activities occurring in the schools. A census of charter, accommodation, and private schools is being conducted in order to define the scope of work to serve these institutions. Other ad hoc studies included a student interest survey conducted at Globe High School, a STW parent survey for Clifton, and a Tech Prep survey to determine the school perception of applied academics. Last year, high school seniors were surveyed to determine their employment status.

The evaluator is highly engaged in training site coordinators to help collect information and measure outcomes from local programs. Site coordinators will provide nominations for 5-star programs, as well.

The evaluation information is used by both programs and the partnership to help set goals, conduct needs assessments, and to measure the degree of attainment of goals.

Discussion

Partnership Assets

There are several exemplary programs which provide models for replication. According to the director, most teachers have been reached through either distribution of materials or training. Furthermore, the partnership has been able to sponsor training to further develop existing programs. The addition of the site coordinators seems to be a strategic decision that will strengthen local buy-in and leverage the efforts of the STW staff.

The evaluation component is very flexible to the customized needs of each local community. The data that have been collected should be valuable in proceeding to plan for the future.

At the time of the site visit, staff were in place to be successful. They were enthusiastic and showed an understanding of the communities and the key stakeholder groups that are needed to make STW successful. [Note: Since the site visit, the director resigned. The evaluator has been appointed as director and will continue to supervise evaluation activities on behalf of the partnership.]

Partnership Challenges

The partnership has suffered due to the turnover of the director position. They are challenged to "make up for lost time" in meeting their goals. The partners that have been active may no longer be involved due to the lapse in leadership.

According to the director (at the time of the site visit), recent changes in the relationship between Tech Prep and STW presents a threat to the stability of the governance structure. Tech Prep has distanced themselves from STW and a decision to create a separate board will result in fewer available board members. Already the chair of one local implementation team resigned because of conflicting demands due to the separation of the boards. Furthermore, the split will make it difficult to coordinate activities between the two groups.

The application of GSPED concepts to local efforts is problematic. The partnership has identified the need for further training and buy-in from local businesses and chambers. It was suggested that the economic development community be the primary party to initiate GSPED in the local communities.

Summary and Suggestions

The partnership has adopted a strong local orientation to help implement STW concepts. Potential areas for future emphasis that would strengthen local efforts include:

- Pursue the training that was mentioned for site coordinators and aggressively monitor their performance. Since site coordinators have been given key responsibilities, providing them with timely feedback and adequate support will be critical.

- Creative solutions to the gaps in governance created by the distancing of Tech Prep and STW will need to be sought.

- Bringing local plans into a coherent regional plan may involve more strategic planning involving members of the local implementation teams.

- In light of diminished funding, sustainability should receive increased attention. Pursuing the funding stream analysis and identifying programs in the community could bolster efforts to achieve sustainability.

- Exemplary programs should provide outcome information in order to share the successes that they experience.

Mohave Workforce Development Partnership

Site Visit: March 26, 1998

Region Served: Mohave County extends 13,312 square miles in northeastern Arizona.

FY 1995-96 funding:	$ 62,800
FY 1996-97 funding:	$ 354,673
FY 1997-98 funding:	$ 217,350
Total investment to date:	$ 634,823

School Profile

The partnership serves students in 17 school districts including ten elementary, five unified, and two union high school districts. Charter and private schools are also represented in the area. Mohave County has an influx of population from California. Several communities have transient students. Homelessness and substance abuse contribute to the at-risk status of many students.

In total for the 1997-98 school year, the Mohave Workforce Development Partnership's (MWDP) composition included 49 public and 12 private schools enrolling more than 23,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Mohave Workforce Development Partnership (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	13,397
Grades 7 through 8	3,643
Grades 9 through 12	5,965
Ungraded Elementary (K-8)	33
Ungraded Secondary (9-12)	0
TOTAL	23,038

*Note: Enrollment data reflect 47 schools for which data were available of the 61 identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

The partnership consists of four unique regions. The Arizona Strip in the northern section consists entirely of small "mom and pop" businesses. The Transportation and Distribution and Environmental Technology GSPED clusters are, however, represented in the region. The Kingman area has more manufacturing, including North Star Steel and the traditional trades. Lake Havasu City also has some industry, but they are more restrictive in that they want only "clean industries." There are three major boat manufacturers and an optics plant. The community hopes to develop their future in "higher end" manufacturing. Bullhead City has a strong association with the hospitality industry, located across the Colorado River from Laughlin, Nevada which is a major tourist attraction with its casinos and recreational facilities.

The director described small business as the economic backbone of the entire partnership. Agriculture also is important, representing the Food, Fiber and Natural Products GSPED cluster. The main products are cotton and hay. The partnership area is very attractive to seniors. Therefore, many businesses in the Senior Living and Tourism clusters have flourished. Public sector employers are also key. The overall economic health of the area is good. Unemployment is low. There is a concern, however, that there is a lack of qualified workers.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The MWDP has four regional governing boards (Lake Havasu City, Kingman, Mohave Valley/Bullhead City, the Arizona Strip) and a combined board for the partnership-at-large. The combined board "keeps the regions together." Oversight of budgets, guidance, and establishing policies are the primary responsibilities of the board. The board is described as effective. Maintaining the level of business involvement continues to be an ongoing issue, however. According to the director, business membership has been active but recruiting "new blood" is always necessary. GSPED clusters represented on the board include Tourism and Optics. The Instructional Television System has been used due to the distance between the regions and is planned for half of all future meetings.

The partnership staff includes a director, marketing specialist, evaluation specialist, and an administrative assistant. The director has been the same over the past year; however, both the evaluation specialist and administrative assistant and marketing specialist are new to the partnership. [Since the site visit, the evaluation specialist and administrative assistant left. Turnover occurred, in part, because the positions are not full time and the work is demanding.]

The partnership also has placed coordinators in all four regions to help establish and support program development. Contracting and reporting procedures ensure that goals are met.

Sustainability

The partnership has some programs that would be able to sustain themselves beyond the life of the current funding due to institutionalization in the schools. Programs in many communities consider themselves under the umbrella of STW, although they have other funding sources.

The current partnership structure will probably not be supported in the future, according to the director. However, a funding stream analysis is being conducted to identify and leverage all funding sources. A final report to recommend possible connections with STW efforts and ways to bridge funding gaps is being prepared.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

Each community has its own level of collaboration with other education and training initiatives. Bullhead City has embraced STW as the umbrella organization for multiple initiatives. Programs in Kingman cooperate, but are not fully integrated under the STW banner. The partnership has started to coordinate with existing vocational education programs and related vocational student organizations and collaborate

with the Tech Prep Coordinator. The director reports significant progress toward cataloging community-based organizations within the partnership and documenting outstanding practices.

Career Pathways are included in the partnership through a variety of strategies. The Kingman site coordinators held a Parents Night for Career Pathways awareness. Significant progress has been made on aligning career fairs with Pathways, completing objectives related to Career Pathways in each local site plan, aligning Tech Prep programs to Pathways and distributing materials such as daily planners and high school course guides to students.

Strategies to link community colleges and universities have been implemented in conjunction with the Tech Prep Coordinator and through participation of postsecondary representatives on local/governance boards. Mohave Community College has a site coordinator to help maintain their role as an active partner. The director describes a strong relationship with postsecondary levels. Tech Prep participation in local partnership meetings is actively encouraged to further extend the postsecondary link. Northern Arizona University has a hospitality agreement through the Tech Prep program. One joint venture involves the Arizona Department of Economic Security (DES), STW, and Mohave Community College. A six-week welding training program was developed in response to a request from a local business.

Universal Access:
School Participation and Roll-Out Strategy

For FY 1997-98, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

The MWDP reported that 82% of all public schools were "active" participants as of June 1998. "Active" schools are summarized in Table 2 on the following page. Twelve private schools have been identified, two of which are currently active.

The partnership has offered stipends for local coordinators and has expanded participation through offering professional development. The director believes that the partnership is making good progress in increasing the number of participating schools.

Integration with Other Initiatives

A positive impact of the funding stream analysis is the identification and integration with other initiatives. The marketing coordinator participates in the Welfare-to-Work community initiative. The MWDP also is engaged in dialog with the Juvenile Justice Department and DES, seeking ways to serve delinquent youth. Coalitions of organizations serving at-risk youth in two communities have become involved. One example of a strategic accomplishment is the joint submission of a grant application to fund a "21st Century Learning Center." The application was submitted by the Bullhead/Mohave Valley and Lake Havasu Coalitions Serving At-Risk Youth in the two communities, who partnered as a result of their participation in the MWDP.

Table 2

"Active" School Participation for the Mohave Workforce Development Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Bullhead City ESD	4	1			5	4	1			5	100
Chloride ESD	1				1					0	0
Colorado City Unified	1	1	1		3	1	1	1		3	100
Colorado River UHSD			2		2			2		2	100
Fredonia-Moccasin Unified	2		1		3	2		1		3	100
Hackberry ESD	1				1					0	0
Kingman ESD	6	2			8	2	2			4	50
Lake Havasu Unified	5	1	1		7	5	1	1		7	100
Littlefield ESD	1				1	1				1	100
Mohave UHSD			3		3			3		3	100
Mohave Valley ESD	2	1			3	2	1			3	100
Owens Whitney ESD	1				1	1				1	100
Peach Springs Unified				1	1					0	0
Topock ESD	1				1	1				1	100
Valentine ESD	1				1	1				1	100
Yucca ESD	1				1					0	0
Charter Schools	3	1	3		7	2	1	3		6	86
TOTAL PUBLIC SCHOOLS	30	7	11	1	49	22	7	11	0	40	82
Private Schools	6			6	12				2	2	17
TOTAL SCHOOLS	36	7	11	7	61	22	7	11	2	42	69

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

Targeted Access for Special Populations

There are a number of initiatives serving special populations across the partnership. A registered apprenticeship program initiated at Mohave High School is a model serving learning disabled students. At-risk students are served through the Interagency Council. Internships are linked to academic subjects and strong career guidance is provided at Lake Havasu Charter School. Work-based learning experiences are provided to high school students through the Bridgeway Alternative School. The work program serves the educationally disadvantaged in Bullhead City. Pass Alternative School serves students in Kingman. Special education teachers have also participated in "Educators in the Workplace" models and consequently have provided services to students.

According to the director, special populations are served through efforts to remain inclusive. Examples include collaboration of program coordinators to provide student assistance programs, serve gifted and talented students, and develop student Individualized Educational Transition Plans. Site coordinators also are charged with identifying STW programs and practices that showcase participation of special population students.

STW Elementary, Middle, High School, and Postsecondary Initiatives

A variety of initiatives are occurring at all levels across the partnership. Currently forty site coordinators gather information and offer technical support at multiple sites. During the site visit, examples of local program elements were presented at the Mohave Valley/Bullhead City Workforce Development Partnership Meeting.

- The COIN program, an assessment and interest inventory for students in grades 5-12, was discussed. The assessment tool is available through the school career center. Every school in the district can use the center. All students, including college-bound and special education, can take advantage of the tool. The partnership would like to expand the use of the program through the sponsorship of the Boys and Girls club.

- The Job Skills Partnership Program is a program operated in conjunction with the generating station. Eight students obtain work experience in a variety of jobs within the generating station. They work daily for nine months and get "hands-on" experience. One credit is received for work experience and one credit is given for DCE/STRIVE participation. Students have a mentor and learn work skills as well as job skills.

- Agenda Planners are "DayTimers" for students. Each student receives a planner upon registration and uses it as a hall pass, to communicate with parents, and to keep organized. The planner has an explanation of Career Pathways and is used as a reference.

- A representative from Mohave Community College discussed the Career Day held each spring. All three campuses sponsor the event during which 73 vendors from around the state present career planning and occupational information for students.

- The college also is collaborating with Tech Prep to articulate programs. The Tech Prep office also has invested in a curriculum design tool that will help structure new programs.

- The Youth Transition Project/BOSS (Business our Students Study) is an example of a student-based enterprise. The students job shadow, and run a concession stand at the local airport. They have developed a greeting card, coffee, and "cool snake" products to sell at their enterprise. The

students who are eligible are involved in rehabilitation services. They must have documented disability and based upon the Youth Transition Plan they develop a rehabilitation plan.

- Aha Macav is a charter school serving Native American students living on the reservation. The students are required to have work experiences as a part of their school experience. They participate in tribal businesses and administration. Students must keep a journal, write reflective essays on work-experiences. Students are paid through the tribal JTPA. The students have to keep up their academic work to continue to participate in the program. In addition to being paid, they receive high school credit for their experience.

- Bridgeway Alternative School provides services to 63 students in morning and afternoon sessions. They provide mentoring and shadowing through city employment. Students are able to explore careers and are helped to set and meet behavioral and academic goals.

- The Culinary Arts students from Mohave High School discussed their vocational goals and the competitions in which they participate.

The director indicated that trends in the expansion of work-based learning activities are notable. Job shadowing and project-based work experience have increased in all regions. Career portfolios are being implemented in all regions of the partnership.

Career Counseling

Career counseling is strong, according to the director. The partnership has sent counselors to the state-sponsored Counselors' Academy. Many counselors also are site coordinators. The partnership has more equity interns than other areas of the state.

Goal 3: Technical Assistance

Ongoing Needs Assessment

The partnership structure of site coordinators and local partnership meetings has been established to provide ongoing feedback. The marketing committee also assumes partial responsibility for reviewing partnership needs. Partnership staff also use the collection of 5-Star Outstanding Practices to assess needs and to promote replicable practices.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The replication and dissemination of Career Pathways information has helped to build their use throughout the partnership, according to the director. The partnership rates itself as having achieved significant progress toward investigating customized registered apprenticeship programs, promoting Pathways to students, aligning Mohave Community College programs with Career Pathways and publicizing the alignment of Tech Prep programs. The majority of planned activities to expand the use of applied/contextual curricula and *Workplace Skills* are rated similarly. A system for lending curriculum, videos, and resource materials to educators has been developed.

Professional Development Initiatives (Including business and educators)

The partnership has been very active in supporting professional development. Paid summer teacher work experiences, work place job shadowing, curriculum development, and business panels including presentations and industry tours are in place. School staff have also been able to participate in *School To Work—It's Elementary!* workshops. Seventy-nine individuals at 39 schools in all regions received "Career Guidance In the Classroom" training. The director attributes the Microsociety theme at the new middle school to STW supported professional development. A STW Resource Notebook has been compiled and distributed throughout the partnership. Employers have been trained concerning internships and mentoring. DES personnel also offered a workshop on the economic outlook for Mohave County.

Other Technical Assistance Activities

Efforts to engage Native American tribes have included joint training and information sharing between the Fort Mohave Indian Tribe and Bullhead City/Mohave Valley personnel. Plans to investigate GSPED areas of common interest had not yet been started as of the site visit.

Goal 4: Community Involvement (Including employers and the community-at-large)

Community involvement has been successful, according to the director, as evidenced by increased employer participation in programs such as career mentoring, partnership meetings, and teacher work experience.

Goal 5: Public Awareness

Public awareness has been raised using a variety of media including newspapers, print media, video, television, and radio. Specific strategies have been employed in each community. Kingman was an area of concern when compared to the rest of the partnership. A concerted effort to intensify media coverage included writing articles and promoting through the chamber of commerce mailings. The effort resulted in a 54% increase in the use of media. In Lake Havasu City, goals were set to strengthen coverage in existing publications and reach parents. A film was developed and local television has agreed to weekly coverage of the STW initiative. The high school will have STW banners for every classroom. Other display materials include the "Eight Keys to Employability" posters. In Bullhead City, a reporter is part of the partnership and has agreed to mention STW in every related article. Articles appear regularly in the chamber, Interagency Council, high school, and parent newsletters.

Goal 6: System Evaluation

The partnership participates in state and national data collection activities. In addition, customized local program evaluation has been developed. Documentation of local programs through the 5-Star process has detailed some of the promising practices in the partnership. A great deal of effort has been expended to develop standard reporting forms and procedures to streamline data collection. The partnership also has built contractual reporting procedures to increase compliance with data collection. Each site coordinator has reporting and data collection responsibilities.

Discussion

Partnership Assets

The partnership has engaged many districts, school and program components into regional planning groups. As evidenced by the regional meeting, sharing and mutual support has been engendered by this process. This partnership is the most advanced in conducting and using a funding stream analysis to further leverage community resources. It is a model that could be used by other partnerships.

Progress toward documenting and promoting 5-Star promising practices within the partnership and at the state level has been significant. Many programs have been documented and recommended for recognition. Similarly documentation of school activities has been strengthened.

Training and technical support has been varied and has involved many educators across the partnership. The Career Guidance workshop was mentioned as particularly successful. Other new programs that may prove to be models for the future include the Career Mentor Program training.

Partnership Challenges

The size and population distribution of the partnership present a challenge to provide services to all schools. The logistics of data collection and technical assistance is difficult due to great distances between sites.

The integration of existing training and retraining programs is somewhat problematic, as well. According to the director, there is a rather superficial relationship with Tech Prep and a resultant lack of "direct" involvement, planning, and coordination. Recruiting and maintaining business involvement is a continuing struggle in the partnership governance. Furthermore, retaining partnership staff is difficult due to the lack of job security and high work demands.

Promoting GSPED as a meaningful concept for students, educators, and within the business community has proven to be a challenge. Not all groups are familiar with the economic development concepts, so relating Career Pathways to GSPED is difficult.

Summary and Suggestions

While the partnership has been successful in reaching many of their goals, several suggestions for improvement follow:

- The partnership should prioritize data collection activities and train staff in the field to collect and summarize information. This would include the measurement of program outcomes to document 5-Star practices.
- GSPED training and support continues to be needed by all parties.
- Use polling information to target public awareness activities and maximize funds.
- Continue efforts to coordinate the various programs in local communities. Identify the strongest potential candidates to leverage efforts and solicit support. Encourage institutionalization of training within local districts.

Northeastern Arizona Native American STW Partnership

Site Visit: April 16, 1998

Region Served: The Northeastern Arizona Native American School To Work (STW) Partnership (NEAZNAS) is located in the northeastern corner of the state. The partnership includes portions of Coconino, Navajo and Apache counties—in total, covering an area approximately the size of the state of West Virginia. The partnership serves both the Navajo Nation and Hopi American Indian reservation.

FY 1995-96 funding:	$ 51,237
FY 1997-98 funding:	$ 217,350
Total investment to date:	$ 268,587

School Profile

NEAZNAS serves students in public school districts as well as charter, contract, private, and Bureau of Indian Affairs (BIA) schools. The table below shows the public school enrollment for the partnership. Enrollment data for 39 BIA and private schools are not available.

Table 1

Total Student Enrollment for the Northeastern Arizona Native American STW Partnership (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	10,297
Grades 7 through 8	3,044
Grades 9 through 12	6,058
Ungraded Elementary (K-8)	1
Ungraded Secondary (9-12)	3
TOTAL	19,403

*Note: Enrollment data reflect 36 schools for which data were available of the 60 schools identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) representation

The partnership area is extremely rural and has the lowest population density in the state. There are relatively few large communities. The reservations have mainly tribal, federal and county employment opportunities. Small retail establishments are prevalent in the more populated areas. Utilities and the National Park Service are large employers. The Grand Canyon is a major tourist attraction which borders the partnership area and generates entrepreneurial opportunities. Peabody Coal, a large mining company, is a prominent employer representing the GSPED cluster of Minerals and Mining. Other GSPED cluster industries include businesses in Food, Fiber and Natural Products and Tourism, primarily in the field of Hospitality. Overall, the economic health of the region is poor. Unemployment rates are high and there are relatively few large employers.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

By way of background, the NEAZNAS partnership was a state-funded STW partnership during the state's first round of funding in FY 1995-96. The partnership's reapplication for state funds for FY 1996-97 was deemed to be "non-responsive" by State Procurement, and the partnership did not receive state funds. However, the partnership did apply for and receive a direct federal grant under the Urban-Rural Opportunities Grant (UROG) competition for FY 1996-97. For FY 1997-98, the partnership reapplied for state *and* UROG funding, and received both. At the same time, the partnership made the decision to hire separate staff to manage the state portion of the partnership's grant.

Therefore, as funded by the state, the partnership staff includes a director who was hired in March 1998 and an evaluation specialist who also was hired relatively late in the contract year. The selection process for a marketing coordinator was underway at the time of the visit. The partnership has an office in Greyhills; however, staff travel frequently. The evaluator is very familiar with schools in the partnership. Primary input in the interview was provided by the first state director of the partnership (who also directs the partnership for purposes of the federal grant), since the new state director was hired so recently.

The partnership also uses school/district site facilitators to help establish and support program development at the local level. Site facilitators receive stipends through the direct federal STW grant. Liaisons work in different ways in their local communities. In Ganado, the site facilitator has set up a STW team in each of Ganado's four schools (K-2, 3-5, 6-8, 9-12).

The NEAZNAS partnership (both state and federal) is governed by a board with representation from schools and businesses. The board has oversight for the partnership activities. They are primarily responsible for establishing the budget, approving major expenditures, and approving the allocation of mini-grant funds to local programs. They also approve hiring decisions for key personnel.

Board membership is increasing and attendance is becoming more consistent. Due to the size of the partnership, travel to meetings is a concern. Some sites require nearly four hours of travel time. Meetings are held quarterly in varying locations and attendance averages about ten per meeting. The board is not familiar with GSPED, although the topic has been presented.

The partnership is divided geographically and each region includes the public school district, BIA, and other schools as a part of their local governance structure. Local STW advisory boards meet monthly. Local advisory boards provide an opportunity for planning and input from local educators, government agencies (including Local Chapter Houses), and business representatives including the hospital, the bank, and hotels.

Sustainability

Sustainability is promoted through collaborative ventures and by institutionalization within the schools. A number of business partnerships are also being pursued. Intel has expressed interest in outsourcing computer repair to the reservation. A drafting company also was interested in training students to subcontract for CAD (computer aided drafting) projects. The partnership collaborates with related STW programs funded through a direct federal grant. The Hopi tribe is willing to continue a mentoring program currently funded through STW. Another strategy is to develop entrepreneurship projects that are financially self supporting. The charter schools are also identifying curricular components that would

make them eligible for vocational funding through the Arizona Department of Education. The partnership also hopes to provide reusable resource materials for schools.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

The partnership has focused some effort toward coordinating STW with existing vocational programs, such as Tech Prep. The partnership's current federal director/previous state director is the president of the Coconino County Tech Prep Consortia, and has partnered in some efforts with the Coconino STW partnership and Coconino Tech Prep. Career Pathways are being used in a majority of the public schools, according to the director. The Career Storm game will be offered to help integrate GSPED and Career Pathways in the schools.

Strategies to link community colleges and universities include alliances with Northland Pioneer College, Northern Arizona University and Diné Community College. Students from Northern Arizona University work with schools to help develop entrepreneurial projects. Hospitality programs are also linked to Northern Arizona University. The partnership encourages articulation agreements and curricular linkages. A private welding school recruits and trains students as apprentices in Mississippi.

Universal Access: School Participation and Roll-Out Strategy

For FY 1997-98, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

The partnership was organizing a list of participating schools and had not yet completed a census of service regions as of the time of the visit. According to the director plans for program expansion were largely dependent upon the acquisition of additional sources of funding. Data provided by the partnership indicated that 12% of public schools and 37% of BIA schools were active as of June 1998. Since the site visit, the director has indicated that the number of active elementary schools was under-reported.

Integration with Other Initiatives

The partnership has actively discussed collaboration with JTPA and the Private Industrial Council in Chinle. Staff hopes to encourage partnering in other areas of the partnership as well. There is going to be a Department of Economic Security, One Stop Career Center in Flagstaff. Services would be accessible to one-sixth of the partnership. A reservation One-Stop was originally planned but its future is uncertain. Developing relationships with local tribal agencies also has been a priority. Awareness has been raised and the effort to further develop ties continues, according to the former director.

Table 2
"Active" School Participation for the Northeastern Arizona Native American STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Cedar	2				2					0	0
Chinle	5	1	1		7					0	0
Ganado	2	1	1		4					0	0
Kayenta	2	1	1		4					0	0
Pinon	2		1		3					0	0
Red Mesa	2	1	1		4					0	0
Tuba City	4	1	1		6					0	0
Window Rock	2	1	1		4	1		1		2	50
Charter Schools	4		2	1	7	2			1	3	43
TOTAL PUBLIC SCHOOLS	25	6	9	1	41	3	0	1	1	5	12
BIA	13	1	2	3	19	5	0	1	1	7	37
TOTAL SCHOOLS	38	7	11	4	60	8	0	2	2	12	20

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

Targeted Access for Special Populations

Special populations are being served by virtue of programs that serve all students in a grade level, such as the career component of the ninth grade English requirement at Greyhills Academy High School. There are also several special education students, including the severely handicapped, who work at the Greyhills Inn as a part of the hospitality program. Special needs students also visited the Biosphere for presentations on careers. The partnership pays the tuition for students to attend an equity conference sponsored by NAU. Opportunities for gifted and talented students have been extended to include job shadowing, field trips and visits to colleges, universities and trade schools.

STW Elementary, Middle, High School, and Postsecondary Initiatives

A variety of activities are occurring throughout the partnership. Some are funded through the partnership's direct federal grant; others are supported by the partnership's state allocation.

Elementary career awareness activities have been implemented in public schools in Kayenta, Ganado and Chinle. Entrepreneurial projects have been established with the support of a student organization at NAU. Students at Cameron Elementary School etch pictures on sandstone and sell them at the Cameron

Trading Post. The proceeds are used to purchase books. The Kayenta Intermediate School has set a goal to build a total STW program from kindergarten to twelfth grade. As a part of this effort all fifth grade students rotate into the Tool Time class. The students learn how to build a shed, framing, roofing, painting and other construction skills. Students are also responsible for operating the pop and candy machines and various other projects around the school. Students receive an integrated curriculum and learn basic math skills and workplace skills. Leupp has introduced a Learning for Life curriculum for elementary grades from the Boy Scouts through a national Indian STW grant. The school operates a token economy and a school-wide store is being set up.

High school activities include career fairs. Tuba City High School held a career fair and invited feeder schools to visit the High School. Greyhills had a school-wide career awareness day. Speakers visited classes to do presentations related to academic subjects as well as providing displays from a number of businesses. Motorola and Intel participated. High school students are able to participate in work-based experiences to varying degrees depending on the school. At one extreme, the students at Greyhills have had many work-based experiences. The Marriott corporation sent them to Washington, D.C. where they job shadowed. Disneyland also hosted the students in the hospitality strand. Other schools such as Rough Rock have been able to provide a more modest work-based experience by having students work within the school. All schools have some work-based experience. School-based experiences are offered since, according to the director, academic teachers are providing realistic experiences and applied academics in the classroom. Vocational and academic teachers are sharing strategies to teach. Monument Valley High School students have developed their own school-based enterprise, a bed and breakfast business. They sold their idea to the board and discussed the process as well as the benefits of learning through applied academics. Students presented their project at a STW Indian Conference.

According to a news article, more than one hundred jobs are soon to be made available to students in the partnership through a collaboration with the Grand Canyon Marketing, Inc. They plan to implement a program to train students for careers in the hospitality industry. The plan is to train students in all aspects of the industry including managerial work, accounting, marketing, security, facility maintenance and construction. Job shadowing, internships and program development are projected through the partnership.

The Tolchii'Kooh Charter School was a recipient of a National Indian STW grant and serves students through a coalition of eight schools on the Hopi and Navajo Reservations. A program to help students learn about television and other careers by shadowing and interviewing professionals was supported through the federal funding. A high school math program has students building chimes and model buildings as a part of their academic experience. Rough Rock and Many Farms also received National Indian STW grants. Many Farms is changing one of their dormitories into a hotel and Rough Rock is attempting to do the same thing.

High school-postsecondary linkages are in place due to dual credit agreements. At Greyhills, for example, students can get academic credit for vocational courses. Diné Community College has been active in all schools. A strong tie between the Hospitality program at Greyhills High and the Northern Arizona University's School of Hotel and Restaurant Management provides a mentoring program for students.

Career Counseling

The partnership held a three day counselor's academy at Chinle and is planning to do another this year. Most schools do interest inventories at the junior high level. Teachers and counselors work together at Greyhills and in most other public school districts.

Goal 3: Technical Assistance

Ongoing Needs Assessment

The partnership uses its standard meetings to determine needs and also informal communication between the sites and director.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The partnership has provided funding for schools to purchase career awareness curriculum and other materials. Certain areas in all high school libraries have a career center. Hopi High school is proud of their collection. Each area added material to their libraries and more purchases targeting grades K-8 are anticipated. Curriculum development has been supported by the partnership for Tuba City boarding school. The counselor developed a curricular unit for his school. The pilot will be replicated in other schools.

Professional Development Initiatives (Including business and educators)

Teachers, both academic and vocational, have received training through the partnership. Teachers and board members attended the State Vocational Conference. A special education and math teacher attended the National Tech Prep Conference. Opportunities for training fiscal agents and other school staff also was provided at the National Indian STW Conference held in Phoenix. On an ongoing basis site facilitators provide support and training to teachers. In addition, a train the trainer model has been adopted to promote STW practices within the schools.

Board meetings provide the opportunity for training, as well. In one case a representative from the Navajo Nation presented information on the need for building trades and school liaisons provided information on the activities in the schools that would support it.

Goal 4: Community Involvement (Including employers and the community-at-large)

Community involvement has been targeted through presentations to the community. Both directors (federal and state), and site facilitators have been speaking to a variety of audiences. Both Chapter houses for Navajo communities and villages for the Hopi communities have been venues for discussion. Other techniques to gain business support include speaking to entities outside of the reservation as well as direct recruiting by schools in the local areas. Parent committees at local school sites frequently become involved in STW projects. Advisory committees are active at Kayenta and Hopi. Private Industry Council and JTPA representatives are a part of the Hopi education committee.

Goal 5: Public Awareness

Public awareness strategies have been largely speaking engagements, student and staff participation in national and state conferences and pursuing media coverage. Four site coordinators did a radio interview last year. The public access channel aired it for a few days. Greyhills also is a part of the American Indian

Radio System. The partnership hopes to develop a STW presentation that will then get a national audience. State public polling results were shared with site facilitators.

Goal 6: System Evaluation

To date, the partnership has not been actively involved in many evaluation activities at either the state or federal level. For example, staff have not submitted information requested by the National STW Office (e.g., Progress Measures; the Local Partnership Survey). The partnership plans to conduct evaluation activities as a part of the state evaluation plan and has hired the evaluation specialist under the state contract for that purpose. At the time of the site visit, the specialist was, in fact, in the process of participating in two data collection efforts involving student surveys and school "Level of Involvement" surveys. The partnership does have a history of collecting participation statistics for Tech Prep and vocational education, and voiced their hope to add to these existing databases.

Mini-grant recipients also submit quarterly reports on their activities. Compliance has been variable and, according to the director, may necessitate making payments contingent upon submission.

A business database is being created by the site coordinator at Diné Community College. He regularly attends the board meeting and will share the information as it is completed. Access to Internet resources is limited, in that many schools do not have the phone lines or Internet servers required.

Discussion

Partnership Assets

Partnership staff are now in place to move plans forward. The evaluator and director are well qualified and eager to assist with system development. A history of collaboration with schools, political/governmental entities and other training and education initiatives is evident. This should provide a foundation for further partnership development. A variety of funding sources have been used to develop regional STW programs.

In addition, the partnership has initiated a number of apparently successful ventures including school-based enterprises and integrated curricular models. Many of the projects that have been developed (e.g., the Greyhills Inn) are self-supporting. Student testimonials and teacher stories attest to the effectiveness of strategies applied in local schools.

Partnership Challenges

A delay in hiring key staff to manage the state contract put the partnership at a disadvantage with respect to its state contract. While the partnership has been able to support existing programs through its federal funds, it did not have the structure in place to promote further development at the partnership level. Additionally, lack of staff prevented data collection which resulted in state databases reporting the partnership as "missing" or "data not reported." As state databases are used to present the case for statewide STW systems-building, the partnership's lack of data is problematic.

The partnership is faced with a unique challenge. The coordination of two funding sources, both state and federal, and numerous governmental entities providing services to students requires special efforts. STW system building is based upon the ability of schools, businesses, and partners to work in unison.

Therefore, to some extent, the division of the partnership *and staff* in terms of its federal and state contracts appears arbitrary and counterproductive to STW systems-building within the region. The site visit left some impression that there was initial confusion caused by two partnerships working in one area with two different sets of rules (e.g., some mini-grants are funded by UROG dollars and are part of the federal partnership; some are funded by state dollars and are part of the state partnership).

The rural and economic conditions on the reservation have challenged educators and partnership staff to find creative solutions to the minimal work-based opportunities available to students. Travel has been mentioned as a significant barrier to partnership staff to hold joint planning sessions and to provide field trips to students.

Since STW funding is diminishing, identifying and promoting sustainable strategies continues to be a challenge.

Summary and Suggestions

Regarding the state contract, the partnership is now adequately staffed to be successful. Furthermore, a variety of initiatives have been started that will, it is hoped, provide the requisite buy-in from contributing groups. Several schools appear to have embraced the STW philosophy wholeheartedly and, therefore, may provide good models for less involved schools. However, strategic efforts to support the proliferation of STW in schools not previously engaged has lagged and baseline information is not available to adequately measure progress.

- The partnership should follow the suggestion made by the director that reporting be a requirement for payment. Collecting and analyzing information would aid in the strategic planning process.

- The relatively low share of active schools reported points to two possible suggestions. Based on the 12% active school count from June, targeted strategies to increase active schools should be accelerated. Secondarily, the possible underestimation of active schools points to the need for reassessment of baseline information.

- Given the diminished funding, promotion of strategies that are sustainable is critical. For example, one time-events, field trips and projects that impact only a few students for a limited period of time, are expensive, and in many cases are not replicable in the long run. The creation of reusable resources and encouraging the adoption of practices within a school or system may have more impact long-term. School-based enterprises also seem to be more sustainable than other types of activities. The board should be challenged to review proposals and make strategic decisions to encourage sustainability.

Northland STW Opportunities System

Site Visit: February 6, 1998

Region Served: The Northland School To Work (STW) Opportunities System serves northeastern Arizona including Apache and Navajo Counties (excluding portions of the Navajo and Hopi reservations)

FY 1995-96 funding:	$48,015
FY 1996-97 funding:	$394,051
FY 1997-98 funding:	$254,808
Total investment to date:	$696,874

School Profile

The Northland STW System serves communities in the Northeastern counties of the state. The area includes Navajo and Apache Counties, excluding the Navajo and Hopi reservations where an allied STW program is being implemented. There are four elementary districts, 11 unified districts, charter schools and BIA schools within the partnership boundaries. The area also is served by several institutions of higher education including Northland Pioneer College (NPC).

In total for the 1997-98 school year, Northland's regional partnership included 65 schools enrolling more than 21,047 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Northland School To Work System (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	11,125
Grades 7 through 8	3,426
Grades 9 through 12	6,246
Ungraded Elementary (K-8)	17
Ungraded Secondary (9-12)	233
TOTAL	21,047

*Note: Enrollment data reflect 56 schools for which data were available of the 65 schools identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

The partnership community was described as "rural remote." There are 12 communities with a population of between 2,000 and 5,000 each. The population is seasonal, however. The population of the Show Low, Pinetop, Lakeside areas swells to 28,000 during the summer months. Hospitality related businesses are important since the region is attractive to tourists due, in part, to the cool summer temperatures and skiing in the winter. Employers in the partnership include many small businesses, public sector employers and a few medium size employers. Arizona Public Service, Salt River Project, Tucson Electric Power, Stone Container and Stone Forest Products are larger employers. The GSPED

(Governor's Strategic Partnership for Economic Development) clusters that are represented in the partnership include: Tourism, Food, Fiber and Natural Products, and High Technology.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

Key leadership components of the partnership include the Advisory Board, staff and site coordinators. The Board is fundamentally an advisory body which assists the fiscal agent and program leadership in achieving the goals of the partnership. Staff positions include a director, a curriculum and marketing specialist and an evaluator. The primary duties of staff are to oversee the daily operations of the partnership and offer technical assistance to the partners. Site coordinators receive a stipend and work within local community schools to assist teachers and facilitate the development of STW programs.

The Advisory Board has a membership of 17 and an Executive Committee of five. Both the Board and Executive Committee comprise representatives from business and education. Each school district is represented on the Board by a school member and business member. The current school representatives also serve as vocational directors within their districts. Business membership includes representatives of the Tourism, and Food, Fiber and Natural Resource industry clusters, as well as a member of the Show Low Chamber of Commerce. The board was lacking three business representatives at the time of the visit. The director indicated that the board has been relatively stable, although participation is somewhat inconsistent. Most of the members have been on the board since its inception. Despite efforts to improve attendance by publishing a calendar, business attendance is still problematic due to the conflicting obligations of small business owners.

The director is responsible for daily partnership operations and is involved in building collaborative relationships to support the mission of the partnership. The curriculum and marketing specialist provides curriculum development and training for teachers and other school partners. She also serves a dual role as a resource for other partnerships in the state system. The director and curriculum and marketing specialist describe their roles as very complementary. They work closely on all aspects of partnership operations. At the time of the interview, the evaluation position was vacant but has subsequently been filled.

Site coordinators receive a stipend to help implement STW practices and assist in coordinating partnership efforts in local communities. They also participate in planning, serve as the liaison between the teachers and the curriculum and marketing specialist, and report local outcome data. Components of the monthly site coordinator meeting observed during the site visit included information sharing, coordination of activities, and sharing ideas for the facilitation of work-based learning experiences for students. The meeting was collegial and provided evidence of the effectiveness of the group.

Sustainability

Several elements of STW are currently sustainable, according to the director. Some tasks previously supported by seed money from the partnership have been assumed by other entities. Furthermore, practices have been institutionalized by several districts. An example of these activities includes the maintenance of the employer database by school personnel. Volunteers contacted businesses and added them to the database over the summer months so that students could to be able to access the information over the Internet. Another example is the increased district sponsorship of the career assessment services by the Arizona Department of Economic Security. In addition, the director predicts that four school

districts would continue to fund their STW coordinator if state/federal dollars were not available. Other pockets of institutionalization of STW practices were also noted. For example, the Heber-Overgaard School District is adopting career portfolios as a graduation requirement and Northland Pioneer College has added a STW Internship to their curriculum.

The partnership has explored several options for developing financial sustainability. Their fiscal agent, Northland Pioneer College, has agreed to use The College Foundation as a pass-through mechanism for tax deductible donations from the community. They plan to involve the Show Low Chamber of Commerce, Rotary and Lions clubs in fund raisers. Although a funding stream analysis was not completed at the time of the visit, plans to articulate with one related funding stream have been realized through coordination with YTP (Youth Transition Project) at four schools. Other plans include the formation of an ad hoc parent Advisory board to further community support. The director reports that although current efforts have been relatively successful, the level of support needed to fully sustain the partnership does not currently exist.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

Collaboration with existing education, training and retraining programs includes the Youth Transition Project, vocational student organizations and community based organizations. The Youth Transition Project and STW have been sharing leads, technology and marketing. Links with vocational student organizations were accomplished in several districts by offering stipends to co-op faculty who sponsor vocational student organizations to assist placing students in job shadowing experiences.

The Career Pathways initiative introduced by the Arizona Department of Education also has been incorporated into the partnership's efforts. There are four high schools that are using Career Pathways extensively. Mogollon High School is creating an "academy within an academy" around the pathways. The partnership also has organized their business database, used to connect students to employers, around Career Pathways.

Efforts to link postsecondary education to secondary schools are ongoing. The Northland Pioneer College has begun to offer STW Internship classes in their catalog to allow students to obtain credit for work-based experiences. Additionally, concurrent enrollment agreements between high schools and Northland Pioneer College continue to be implemented. However, the scope of postsecondary linkages continues to be modest.

Table 2

"Active" School Participation for the Northland School To Work System

District/Service Provider	Total Number of Schools/Programs (by grade level*)						"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Not defined	Total	E/J	M/J	J/S	K-12	# Total	% Total
Alpine ESD	1					1	1				1	100
Blue Ridge USD	2	1	1			4	2	1	1		4	100
Concho ESD	1					1	1				1	100
Heber-Overgaard USD	1	1	1			3	1	1	1		3	100
Holbrook USD	2	1	1			4	2	1	1		4	100
Joseph City USD	1		1			2			1		1	50
McNary ESD	1					1	1				1	100
Round Valley USD	2	1	1			4	2	1	1		4	100
Sanders USD	1	1	1			3	1	1	1		3	100
Show Low USD	6	1	1			8	6	1	1		8	100
Snowflake USD	5	1	1			7	5	1	1		7	100
St. Johns USD	2		1			3	2		1		3	100
Vernon ESD	1					1	1				1	100
Whiteriver USD	3	1	1			5	2	1	1		4	80
Winslow USD	3	1	1			5	3				3	60
Charter	1		7	1		9	1		1	1	3	33
TOTAL PUBLIC SCHOOLS	33	9	18	1	0	61	31	8	11	1	51	84
BIA	3					3	1				1	33
Navajo Special Services					1	1					0	0
TOTAL SCHOOLS	36	9	18	1	1	65	32	8	11	1	52	80

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

Universal Access:
School Participation and Roll-Out Strategy

For FY 1997-98, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

Northland STW System reported that 84% of all public schools were "active" participants as of June 1998. "Active" schools are summarized in Table 2 on the following page. When BIA schools are included in the total 80% are active.

The partnership has a roll-out strategy that targeted 63% school participation this year, 82% in 98-99 and 84% in 99-20. The target for this year has been exceeded and the partnership reported serving 73% of the schools as of February. New schools such as the Renaissance Charter School are included in the roll-out strategy. At the time of the visit, the director predicted that some schools, such as Alpine or Winslow, may never be fully involved.

Integration with Other Initiatives

STW efforts have been aligned with the Arizona Department of Economic Security (DES) adult career planning and re-entry programs. The partnership director is a board member for the One-Stop Career Center and has been involved in their planning committee. Subsequently, "no fee" services have been offered to schools. Students can generate interest inventory results from the DES Occupational Information System. Training to use the system was sponsored by STW and included community groups such as advising staff from the college, high school counselors, STW coordinators, DES and JOB service employees.

Other DES initiatives in development include a system (ALEX) to provide job information through a kiosk on each campus. Although the level of service has not been fully defined, it is anticipated that people might be able to send a resume via the kiosk or communicate directly with employers.

Targeted Access for Special Populations

The partnership has limited programs targeting special populations. Targeted programs include services to itinerant staff services through the One-Stop Career Center of Navajo County. In addition, students with disabilities at four high schools are served through the Youth Transition Project. The Community College serves students through the Office of Special Needs. The Director indicated that special populations are also served by virtue of their assimilation into the general school population served by STW programs.

STW Elementary, Middle, High School, and Postsecondary Initiatives

The partnership continues to report that they are very effective in meeting their goals relative to providing student experiences at all grade levels by assigning local control to these efforts. Activities include guest speakers, career days, field trips, job shadowing and internships. A report from the prior year (11/96-11/97) determined that more than 14,000 student services were provided to students in ten districts.

During the site visit, coordinators shared success stories and challenges from the recent Groundhog Job Shadow Day initiative. Due to their efforts more than 1,250 students were able to job shadow or receive career information from a guest speaker. Some schools involved the whole school (500 students) by

bringing speakers to the school and rotating the students. Other schools transported students to a variety of job sites including the Department of Agriculture, Department of Motor Vehicles, the Port of Entry, the hospital, Senator Brimhall's office, the Highway Patrol, Animal Control, the Casino, the Airport and small business sites. Students were reported as having refined their career interests by spending time at a job site. Other positive outcomes included excitement about STW and publicity within the community. Process improvements that were recommended by the group included using short permission slips, defining expectations to employers, getting buy-in from higher levels of the district, and ensuring a quality work experience.

The impetus for STW originated in the high schools. Work-based learning is most evident at the high school level. More than one thousand student experiences in either internships or shadowing were provided in the previous year. Elementary and middle school teachers increasingly provide career awareness activities for students. Workshops, materials and lessons are frequently provided to elementary teachers and curricular integration occurs more often.

Connecting activities include the facilitation of student job placement, job shadowing, and business mentorship through the Internet database.

Career Counseling

Since the counselor to pupil ratio is 1:400, counselors have been hard pressed to provide more than crisis intervention to students. However, according to the director, counselors have been very willing to use the tools provided by STW to help students assess their career interests. Mogollon High School provides a good example of a school where the USES/GAT-B interest inventories are administered and used to help students define their career plans. School counselors also will be encouraged to attend the Counselors' Academy sponsored by the Arizona Department of Education.

Goal 3: Technical Assistance

Ongoing Needs Assessment

The predominant method for needs assessment is the school coordinator meetings, site visits, and advisory board meetings. Part of the purpose for site coordinator meetings is to discuss problems and identify unmet needs. More informal assessment of partnership needs occurs through requests for technical assistance from teachers, business persons, and community members.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The curriculum and marketing specialist has distributed Career Pathways materials to all partnership districts and conducted workshops on *K-12 Workplace Skills* and curriculum integration which include explanations of Career Pathways and GSPED.

The curriculum and marketing specialist helped to develop the *STW: Its Elementary!* curriculum in the prior year and continues to present it throughout the state. She is in the process of developing lesson plans for all grade levels and also is testing packaged lesson plans from a health occupation group. The Specialist used existing curriculum and developed a series of lessons for use in the classroom. The lessons integrate essential skills and Career Pathways. Units for kindergarten through the ninth grade are

currently available in language arts, math, social studies, and science. If a teacher wants help designing a customized unit the specialist also is available to help.

According to the curriculum and marketing specialist, school-based learning and new techniques to accomplish it are most apparent at the elementary and middle school level. The elementary and middle school teachers are most receptive to adopting new methods and materials into their classrooms. They frequently request workshops, materials, and lessons and are very interested in curricular integration. She believes that curricular integration is more difficult in the high school, where academic and vocational separation has been traditional.

Professional Development Initiatives
(Including business and educators)

Training for partnership teachers is conducted by the curriculum and marketing specialist who has given an in-service at all but five schools in the area. The 45-minute presentation is introductory in nature. The *School To Work—It's Elementary!* workshop given throughout the partnership is more extensive and includes sample lesson plans. The curriculum and marketing specialist also is receiving requests from other partnerships to do more workshops. Workshops are planned in Lake Havasu, Bullhead City, Grand Canyon, and two are planned for Yuma/LaPaz.

Other training includes the Curriculum Integration workshop, administration and interpretation of USES/GAT-B and an Occupational Information System (OIS) training session. Planned activities to increase the use of Career Pathways include offering workshops on Career Pathways and in servicing coordinators on the relationship of Career Pathways to GSPED. Furthermore, plans are underway to teach the Governing Board about GSPED. The final effort will be to tie integrated units to Career Pathways and GSPED clusters.

The curriculum and marketing specialist also is available to meet immediate teacher needs. She has materials and lesson plans that teachers can request directly from her. This immediate response has been described as very effective in establishing confidence in STW.

Other Technical Assistance Activities

Strategies to include Native American tribes have been set through partnerships with Whiteriver School District (Whiteriver Apache) and the Sanders School District (Navajo).

Goal 4: Community Involvement
(Including employers and the community-at-large)

The partnership is trying to increase parental involvement. The director hopes to recommend two ad hoc committees be formed and that they then identify opportunities to expand participation. The goal is that each district identify an active parent and a student to serve on the committee. Other efforts to increase parental involvement include participation in parent-teacher conferences and parent nights. Thus far, partnership staff indicate that student involvement has been the most effective tool in recruiting the support of parents.

Goal 5: Public Awareness

Public awareness objectives for targeted strategies for key stakeholders are all underway and some progress is evident. Customized materials have been created and disseminated. Public awareness relies heavily on publicity generated as a result of local activities. The site coordinators, as well as the marketing staff, accept responsibility for publicizing events. The publicity generated by Groundhog Job Shadow Day was cited by staff as a key accomplishment. Several newspapers wrote articles about Job Shadow Day activities without prompting. One newspaper has given space to profile students on a regular basis. A Phoenix television station sent a news anchor to serve as a guest speaker at Mogollon High School. The anchor also did a spot on the six o'clock news on February 2 on Channel 12 about STW and her experience at Mogollon. Other strategies that are planned include the creation of a brochure that describes the GSPED/STW linkage. However, the GSPED brochure is still in the planning stage

The public polling results were used to establish plans for the current year. The plan for increased parental involvement were a direct result of the polling information.

Goal 6: System Evaluation

Data are collected on an ongoing basis by the site coordinators. Data collection is part of their responsibilities and their pay is contingent upon completion of this task. Baseline information on the number of students participating in internships, shadowing, career days, job fairs, and other activities are collected monthly.

Northland has developed an employer database that students and schools can use to find out about opportunities in local businesses. The database is one of the keystones of their program and is described by the director as very effective.

The evaluation data that are collected are reviewed by the director, curriculum and marketing specialist, and the board, shared with the local coordinators, and used in the planning process.

Discussion

Partnership Assets

The Northland STW Opportunities System has strength in governance through a strong board, positive relationships between the director and marketing and curriculum specialist and effective establishment of local site coordinators. The advisory board of the partnership is described as extremely effective by the director. He felt that the chairman of the newly formed executive committee has been instrumental in bringing the governing board to a new level of ownership and participation. Additionally, the director and marketing and curriculum specialist have been able to provide support for one another. Finally, the use of site coordinators has leveraged the influence of the partnership and has provided a degree of local control and buy-in.

Technical support offered through the partnership continues to be an asset, as well. The fact that participating schools are willing to volunteer to update the Internet employer database is a testament to its value. In addition, training and materials have been aggressively marketed and distributed.

Partnership Challenges

Sustainability is a critical issue for the partnership. The director indicated that although some elements are currently sustainable, the financial resources in the community, mainly small businesses, cannot solely support the partnership. Therefore, he feels that financial sufficiency will depend, in part, upon the ability of the state to consolidate and redirect funds to support the STW initiative. According to a local school administrator and STW coordinator, institutionalization will be difficult because of the financial constraints facing many rural schools. The marketing and curriculum specialist has identified training as the key to sustainability throughout the state. Reduced resources for training was, therefore, identified as a critical concern.

Incorporation of the GSPED economic development concept has been difficult for the partnership. On presentation to the board, the vocational directors expressed extreme frustration with incorporating a new concept into their model. Additionally, some confusion exists between Career Pathways and clusters. Furthermore, not all business partners identify with an industry cluster. Many are public sector employers and some industry clusters are not represented in the community. Barriers include the lack of materials to help introduce GSPED and its relation to Career Pathways.

At the local school level, maintaining an effective cadre of school coordinators was mentioned as critical. For example, in one case a school languished because the coordinator was not effective. Concerns identified by the local coordinators include lack of administrative support, difficulty in transporting students and limited school resources to implement STW.

Summary and Suggestions

The partnership continues to show evidence of strength through participation of many partners. Interagency collaboration also is a highlight of the partnership. Governance is well established and processes are in place to monitor activities. The use of the site coordinator group has been effective. Technical resources offered to participants are highly developed. Training and materials are available to schools. Notably, the employer database continues to be used to place students in work-based opportunities and as a resource for instructors. Additional suggestions for consideration by the partnership include:

- Refine the strategy for technical assistance in the areas of curriculum development and training. Consider emphasizing a train the trainer model and use existing curricular frameworks when possible in order to build local capacity.

- Continue to develop strategies for sustainability. Collaboration with other entities is key. The funding stream analysis would help to identify other possible sources for leveraging resources. In-kind contributions from schools and businesses would help to support training and implementation.

- Encourage more active participation from school administrators in planning and implementation. Refine the processes for ongoing evaluation and training of site coordinators.

- Expand school representation to encourage participation of academic as well as vocational programs.

- Refocus GSPED objectives to clarify links to existing programs and student experiences. This will help to explain the relationship of GSPED to the STW effort in the local community.

Pima & Santa Cruz Counties STW Partnership

Site Visit: March 12, 1998

Region Served: The Pima & Santa Cruz Counties School To Work (STW) Partnership serves south central portions of Arizona including the Tucson metropolitan area.

FY 1995-96 funding:	$ 584,827
FY 1996-97 funding:	$ 661,424
FY 1997-98 funding:	$ 726,802
Total investment to date:	$1,973,053

School Profile

The Pima & Santa Cruz Counties STW Partnership serves more than 134,000 students in 21 public school districts, charter schools, the Department of Youth Treatment and Rehabilitation (DYTR) and private schools. The area is served by Pima Community College, the University of Arizona (U of A) and several private proprietary institutions.

Table 1
Total Student Enrollment for the Pima & Santa Cruz Counties STW Partnership (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	77,042
Grades 7 through 8	20,762
Grades 9 through 12	36,196
Ungraded Elementary (K-8)	166
Ungraded Secondary (9-12)	541
TOTAL	134,707

*Note: Enrollment data reflect 248 schools for which data were available of the 273 public schools identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

Pima County and the Tucson metropolitan area have several large employers including defense contractors such as Hughes Ratheon, aerospace industries, and a military base. The director also indicated that there are a growing number of small entrepreneurs as well. Small research related firms and small manufacturers in the Optics cluster are well represented in the community. The region is a tourist destination and continues to be attractive to retirees. As a result, industries related to the Tourism and Senior Living clusters are key to the area.

Santa Cruz County differs in that it is predominantly rural. Therefore, the relative share of public sector employers is higher than in the metropolitan areas. Due to the proximity to the Mexican border, the Transportation and Distribution cluster is important, including related businesses such as warehousing and trucking.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership is governed by a board and partnership staff. The 22-member board is charged with policy decisions and long term planning while staff handles day to day activities. Educational entities, community agencies and businesses are all represented on the board. While not all school districts are included, at least one person from each of the following educational categories is included: a student, a high school teacher, a superintendent, a middle school principal, an elementary teacher, a co-op education teacher, and a special needs instructor. Businesses representatives comprise 51% of the board including those affiliated with the GSPED Optics cluster, Software cluster, and Environmental Technology cluster.

According to the director, the board functions well, is a "wonderful pool of talent," and is well informed. Processes have been established to maximize participation. The responsibility for board leadership rotates between business and educators. Members serve a three year term and are called upon to make decisions concerning the distribution of funds to mini-grant recipients and other policy matters. When needed, ad-hoc subcommittees are formed to address specific issues. Individuals contribute based upon their expertise. Due to economic development efforts in the community, the Greater Tucson Economic Council (GTEC) is a "household word" with the board.

Staff positions including a director, marketing coordinator, evaluator, and administrative assistant have remained stable over the past year and relationships are described as highly collaborative. The director indicated that partnership oversight is shared in that all staff suggest improvements and provide ongoing input.

Sustainability

Evidence of sustainability of the STW philosophy can be seen in several districts. STW practices have been partially institutionalized. According to the director, most programs would continue to exist beyond the life of the funded regional partnership due to business partner, district, or community/other state agency sponsorship. Although the extent to which programs could support themselves has not been quantified, all funded projects must include a plan for sustainability, and some are already going into their third year of operation.

Nevertheless, the partnership is struggling to establish itself as a sustainable entity, according to the director. The partnership changed fiscal agents to Arizona Aerospace to eliminate costly and "restrictive" policies and planned to initiate a 501(C)(3). The board has completed incorporation articles to establish a nonprofit entity. The director indicated that the broadening scope of work, procurement processes and liability have been obstacles. Cumbersome accounting procedures, the inability to establish credit or directly conduct business (i.e., rent their office) without a fiscal agent, and delays in payments were all mentioned as barriers to the creation of an independent STW entity.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

The partnership continues to use collaboration to leverage its efforts and to build sustainable linkages. The director and evaluator provide an informal referral system to partners throughout the year. The

partnership also subcontracts to a variety of existing education and training entities including Pima Community College, the Western Apprenticeship Coordinators Association (WACA), In Step (a joint U of A-Urban League project), Primavera Builders, Vail Charter High School, and Pledge A Job.

The ongoing relationship with Pledge A Job illustrates how the partnership identified a "really good" program and moved it closer to the STW model. Pledge a Job provides work-based learning opportunities to students. The partnership suggested that the program add curricular and career exploration components to their existing summer work program. The partnership also funded improvements to their student database.

While the partnership has encouraged the integration of the Arizona Department of Education Career Pathways model, efforts have not been extensive, since a number of other groups are engaged in promoting its adoption. Tech Prep is currently doing most of the implementation of Career Pathways within the schools. The Chamber of Commerce business education partnership group and Tucson Unified School District, "Fourth R" group also presents the business perspective of Career Pathways. Business guest speakers present a crosswalk between Career Pathways and GSPED in selected classrooms. The adoption of Career Pathways has not yet been universally accepted by the schools. Only one school, Amphitheater High School, is totally organized around Career Pathways.

Linkages with higher education vary by institution but are strongest with the community college. A Vice Chancellor from Pima Community College is a board member, many articulation agreements are in place and Summer Career Academies are sponsored by the College. At the university level, the relationships are more fragmented in that there is no single point of contact. It has been difficult to establish a relationship with The College of Education at U of A, as evidenced by their lack of participation in Groundhog Job Shadow Day. The college declined the opportunity to have a university student shadow a school superintendent. Nonetheless, pockets of activity, such as the participation of Optics professors and the MBA student association, exist.

Universal Access:
School Participation and Roll-Out Strategy

For FY 1997-98, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A). One hundred and eight schools/programs (41%) are active. Active schools are outlined on the following page in Table 2.

The strategy to increase active participation to all schools is the same across communities. The director indicated that active schools will "colonize" new sites using a "peer to peer" method. Funded programs have been asked to share their successes with other schools. Sharing is arranged by the director as the need arises. Allocation of project funds also supports expanded participation. Any money that is not given out through the mini-grant project process is allocated in blocks, not to exceed $5,000, to replicate existing projects. Any self-sustaining project is eligible to "clone" themselves in another grade level or school.

Table 2

"Active" School Participation for the Pima & Santa Cruz County School to Work

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Ajo USD			1	1	2					0	0
Altar Valley USD	2	1			3		1			1	33
Amphitheater USD	12	3	3	1	19	2	1	3		6	32
Catalina Foothills USD	4	2	1		7					0	0
Continental ESD	1				1	1				1	100
Flowing Wells USD	6	1	3		10	2		1		3	30
Indian Oasis USD	2	1	2		5			1		1	20
Marana USD	10	2	3		15	7	2	3		12	80
Nogales USD	6	4	3		13	2	2	2		6	46
Patagonia ESD	1	1			2	1	1			2	100
Patagonia UHD			1		1			1		1	100
Pima Accomm. District	1		2	1	4					0	0
Sahuarita USD	2	1	1		4	2	1	1		4	100
San Fernando ESD	1				1					0	0
Santa Cruz ESD	1				1	1				1	100
Santa Cruz Valley USD	3	1	1		5	2	1	1		4	80
Sonoita ESD	1				1	1				1	100
Sunnyside USD	13	4	3	1	21	5	4	2		11	52
Tanque Verde USD	2	1			3					0	0
Tucson USD	75	21	15	2	113	18	10	11		39	35
Tucson Programs			4		4			3		3	75
Vail ESD	2	1			3	2	1			3	100
Charter Schools	11		16	1	28	1		8		9	32
TOTAL PUBLIC SCHOOLS	156	44	59	7	266	47	24	37	0	108	41
Dept of Youth Treatment			2		2			1		1	50
Private/Other	1		2	2	5	1		2	2	5	100
TOTAL SCHOOLS	157	44	63	9	273	48	24	40	2	114	42

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

62

Integration with Other Initiatives

Relationships with other groups are fostered through participation of the director in joint planning and information sharing sessions. The director sits on the community relations council of the STW Board of the Acosta Job Corps Center and the student committee of the Private Industry Council (the workforce development board in the community) and is a board member of the One-Stop Career Center and GTEC. Partners also share accomplishments and ideas through quarterly round tables sponsored by the partnership.

Targeted Access for Special Populations

There are several projects that target students with special needs. One funded mini-grant serves students who have learning difficulties due to traumatic brain injuries, developmental learning disabilities or physical disabilities. Thornydale students in Marana will work with the Coronado National Forest Service to establish a hummingbird and butterfly habitat at the elementary school. The habitat will be wheelchair accessible for students in grade K-12. Another project in collaboration with the Arizona School for the Deaf and Blind helps students develop web sites and explore career options. Other projects provide services to at risk students, non-English speaking students, and students who have not been exposed to non-traditional careers. Equity issues have been addressed by several mini-grant projects. For example, minority girls were encouraged to explore careers in the aerospace/technology industry through a collaboration with the Pima Air and Space Museum.

STW Elementary, Middle, High School, and Postsecondary Initiatives

A wide range of projects have been initiated at all grade levels through the mini-grant funding process. Programs observed during the site visit included Tortolita Middle School and the Vail Charter High School. Tortolita Middle School received funding for a recycling project and a broadcasting project. Vail Charter High School provides direct workplace experiences to students in a school located in the U of A Science and Technology Park.

The Tortolita Recycling Project serves students in the Marana School District. The middle school addressed a community trash problem by creating a recycling business. Three business partners (TNI Newspapers, Inc., Access Tucson, a community cable network, and BFI Inc., a recycling company) participated in each aspect of the project. Students work in teams to collect, crush and weigh cans, record data, and launch a media campaign to advertise and promote recycling. Student directed videos were produced to encourage the entire student population to recycle. After the ads were aired, students tracked the effectiveness of their promotions on the volume of recycling. Students learn problem solving, team work, and decision-making as well as applying academic skills in science, math, and English while operating their business.

Tortolita Broadcast News is a project that provides a closed circuit news broadcast and announcement program for the 1,100 students at the school. The program trains students in the operation of a closed circuit television studio. Partners include the local television news station, KOLD Channel 13. The program teaches such work based skills as problem-solving, teamwork, working under tight deadlines, and creativity as well as public speaking and writing. One of the highlights of the program was a visit to the news station.

The students at Vail Charter High School participate in a STW experience as a part of their daily activities. Students are given the opportunity to explore various careers and then work in a field related to their interest. The location of the school in the U of A Science and Technology Park allowed the students to

attend college classes, if desired, and to work in a business for part of their day. Students receive concurrent credit at Arizona International University and/or The U of A. A computer center is used to help students assess their interests. Teachers work to build an integrated STW curriculum for all students. Many hands on learning experiences are provided to students in the school. The students explained that the school allowed them to experience "real" learning and described their job experiences as relevant. One student works for a software company in the building and has been very successful in both school and in preparation for his career.

In addition to the projects which were observed, programs with postsecondary linkages were discussed. Twenty-six Summer Career Academies are being held in 1998 through Pima Community College and are partially funded by the partnership. The Department of Occupational Curriculum, Pima Small Business Center, and Administration also developed the young entrepreneurs seminar. Finally the GSPED Optics pilot project continues to engage faculty from the U of A.

Career Counseling

Career counseling objectives are being addressed through training and by encouraging the establishment of career centers. Key staff within the school including teachers, aids, and library technicians are assuming a role in providing career guidance and counseling. Counselors more often have assumed the role of facilitating guidance activities since the staff to pupil may be as much as 500 students per counselor.

Training for counselors is conducted as a part of the normal orientation provided through in-service presentations. There are also academies offered through the Department of Education which provide training to counselors. The partnership provides information and referrals to these opportunities.

Goal 3: Technical Assistance

Ongoing Needs Assessment

Needs assessment is provided through review of monthly reports from participating schools, meetings, and through informal contact with partners including businesses. A formalized reporting mechanism is in place which requires all funded partners to provide feedback on their progress. Funded partners provide participation statistics for students, business partners, community organizations and parents. Information concerning professional development, and equity activities or expansion plans are also requested. As a part of the feedback process partnering schools identify any barriers that are encountered. Meetings also provide feedback to partnership staff to help them provide support to schools. The partnership staff visits districts on early release days to discuss STW needs.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The predominant method for providing technical assistance, according to the director, is to broker services from a variety of sources. Since the director's background was in business rather than education, she offers the business perspective and facilitates referrals to education experts in various partnering agencies. Curriculum development has been approached by bringing together resource experts to meet specific needs or "gaps." Frequently, the director feels that the curriculum is basically strong but needs a different delivery or some additional information to enhance it. *Workplace Skills* materials have been distributed to teachers and technical assistance is available on an as needed basis.

Professional Development Initiatives
(Including business and educators)

Educators have received training through an internship program and to a lesser extent through district workshops. Business internships have been offered through a joint effort of the STW partnership and Tech Prep. Participation in the summer educator internship program has risen from 16 to more than 35 teachers. Teachers must apply and be hired by the business and then spend 80 hours minimum at the workplace learning about industry needs. Following the workplace experience, teachers spend time applying what they have learned to their classroom and must create lesson plans or modify curriculum to incorporate new concepts in order to receive recertification or salary credit.

Workshops have been used less often and have not been as effective, according to the director. Presentations to teachers have been conducted during some district in service days but do not reach many teachers and tend to be orientations rather than in-depth training. The training held twice yearly in conjunction with the Bidders' Conferences for the mini-grant RFP are well attended.

Business partners have been trained through one-on-one meetings and through contact with the Chamber of Commerce and other business group meetings. The director sits on a number of cluster boards and promotes STW to community groups and business people.

Goal 4: Community Involvement
(Including employers and the community-at large)

The partnership staff has used a variety of strategies to involve business. The funded mini-grant projects have promoted business participation, according to the director. Since business participation is prerequisite to funding, collaboration is high at all grade levels. Most projects have from three to five partners and some have as many as fifty. The GSPED pilot project has involved Optics businesses. In the case of the Software cluster, the partnership assisted in writing a grant to start a pre-apprenticeship program for the federal STW office. Strategies to increase small business participation have included providing basic information about STW and the services offered through the partnership. Groundhog Job Shadow Day was effective in linking businesses and students and increasing business participation. A database has been created to facilitate involvement.

Parental involvement has been targeted. A marketing committee has been formed to develop strategies to reach parents. Other community members are fairly positive about efforts to link business and education and are aware of the components of the system, but do not necessarily associate it with the name "School To Work." A parent has been added to the board.

Goal 5: Public Awareness

Public awareness activities have used a variety of media and targeted parents, teachers, businesses, and other community members. One main event, Groundhog Job Shadow Day, was successful in stimulating interest in STW, according to the marketing coordinator. More than 300 students, 65 businesses, and 20 schools participated. The STW partnership promoted the event, produced name tags and certificates, and led meetings before and after the event.

Print materials included a mailing of the annual report poster to 1,000 businesses and 500 schools. A newsletter has been produced and is being distributed to 11,000 teachers. Future plans include

expanding distribution to all teachers, to principals, and to more cluster businesses. Some district newsletters (Sunnyside, Marana, and Vail) have covered STW, and newspapers have covered local school initiatives.

A video production has been completed. The documentary was done during national STW week and has been aired on television. Several media events are planned and goals have been set to obtain more coverage on a local cable station. A talk show was planned for May and a 13-week cable series has been scheduled during the summer.

Training in how to market STW was offered to recipients of mini-grants. The parent marketing committee put together a public awareness packet for the mini-grantees. The packet included a logo slick and materials from the national and state office. A reporting mechanism also was established to share articles and information from the field.

Presentations have been held by both the director and the marketing coordinator including exhibits at some of the back to school teacher orientations, the counselor academies. Three information boards were created for use by schools. A presentation about STW relating to the clusters is being developed.

A resource library has been set up and a tape lending library is available. It is publicized through the newsletter, but not the specific content of the library. Also, the information is word of mouth.

Goal 6: System Evaluation

A formative evaluation has been adopted by the partnership. The monthly reporting system for funded projects provides feedback and assessment throughout the project and provides input to the board. The process also was designed to be easy for the sites to use and to provide valuable feedback. At the project level, monthly reporting reinforces the goals of the project and measures success. In addition to profiling mini-grants, common elements are analyzed across projects at the partnership level. The funded mini-grant participants will be asked to define the level of involvement of the participating schools and in surrounding areas.

Other evaluation activities include development of a database, surveys, focus groups, and completion of state evaluation activities. A partnership database is being compiled that will link businesses, mini-grants and schools. Surveys were administered to businesses, educators, and students relative to participation in Groundhog Job Shadow Day. A focus group was conducted to evaluate how much the parents knew about STW and to help define technical assistance efforts. One surprising finding was that even parents of participating students didn't know what STW was.

Discussion

Partnership Assets

The Pima & Santa Cruz Counties STW Partnership has well-established processes for governance and distribution of funds, a strong staff, and well established working relationships with a variety of community entities. The regional economic strengths are an asset to the future development of school and business partnerships. The region is well represented by a variety of businesses and contains one of the major metropolitan areas in the state. The proximity and support of GSPED cluster businesses also is a key strength.

Over time, the participating schools and businesses have a track record of success that is now being replicated. The partnership has actively encouraged replication by offering incentives. As a result, there is some measure of vertical integration between schools. Furthermore, some practices have become institutionalized and incorporated into the participating schools. Application materials require that there be matching funds and a plan for sustainability.

Also notable is the extent of cooperation with other agencies such as the Chamber of Commerce and Junior Achievement to support STW efforts. The vision of the partnership as a "system-building" agent is demonstrated by these successful alliances.

Programs are inclusive in that they involve "all students" including those with special needs.

Partnership Challenges

The main obstacles mentioned by the director are related to the procedures for establishing the partnership as an ongoing entity, difficulties in collaboration due to "turf" issues and the implementation of pilot projects. In addition, it should be noted that the scope and complexity of the school districts in the partnership pose a challenge in and of themselves. Each district has a unique perspective in terms of student population, governance, and level of receptiveness to STW ideas.

Some of the issues related to partnership governance which have been troubling to the board and director, include the fiscal restraints caused by the methods for reimbursement; liability issues and the difficulty in establishing itself as a nonprofit entity.

One example of turf issues is the director's perception that the Tech Prep programs increasingly are distancing themselves from STW. In addition, some districts do not see the need for change, since they are already successful and are not receptive to new ideas. In some cases, it seems that they would prefer to facilitate their own training rather than receive any assistance from the STW office.

The pilot projects are mentioned as problematic in several aspects. Incorporating a GSPED component into a school would be simpler by starting with a school with a related curriculum, teachers that are engaged, and parents who are employed in the targeted cluster. Businesses with a pressing interest will be more likely to be engaged. For some clusters, such as Food, Fiber and Natural Products, the need is not apparent.

Summary and Suggestions

Overall, the partnership is effective and has established practices to encourage system building and accountability. The evaluation and marketing components are strong and are models for other partnerships. Governance continues to be a strength and collaboration a critical strategy.

Methods to encourage involvement of districts and school administrators should be pursued. The strategies to involve principals that were mentioned seem promising. Devising new strategies to involve other district administrators in the planning process would help to support the sustainability and expansion of current efforts. Business partners may offer the greatest inducement to involve new schools.

Finally, the procedural difficulties that have been problematic should be discussed with the state staff as they occur to determine if solutions could be found. While some of the payment processes are not flexible, liability and issues relating to accepting donations could be clarified.

The evaluation data for the partnership could be further strengthened by providing the evidence of success in terms of project outcomes for those funded projects. New projects could be provided with a packet of information about how to measure outcome data. The information could be incorporated into the application and monthly reporting format. This would enrich the information and provide some valuable feedback to those who wish to replicate the project, both within the partnership and beyond.

Pinal County STW Partnership

Site Visit: February 17, 1998

Region Served: The Pinal County School To Work (STW) Partnership serves south central Arizona. It is bounded on four sides by Maricopa, Gila, Graham, and Pima Counties and includes part of the Papago and Gila River Indian Reservations.

FY 1995-96 funding:	None (Planning phase)
FY 1996-97 funding:	$359,462
FY 1997-98 funding:	$248,277
Total investment to date:	$607,739

School Profile

The Pinal County STW Partnership serves 59 public schools in 19 districts, nine charter schools, and four private or Department of Youth Treatment and Rehabilitation (DYTR) schools. Both rural and suburban areas are served by the partnership. Thirteen of the districts have three or fewer schools. In total for the 1997-98 school year, the Pinal partnership includes 26,431 students in grades pre-kindergarten through 12 as shown in Table 1. More than half of the students are in grades Pre-K through six.

Table 1
Total Student Enrollment for the Pinal School To Work (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	15,174
Grades 7 through 8	4,349
Grades 9 through 12	6,765
Ungraded Elementary (K-8)	112
Ungraded Secondary (9-12)	31
TOTAL	26,431

*Note: Enrollment data reflect 65 schools for which data were available of the 74 identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

Pinal County has several large to medium size employers. They include the ASARCO and BHP mines, Ross Abbott Pharmaceutical Company, and Frito Lay. In addition, there are many small businesses. Agriculture and mining are also primary employers for several communities. The partnership has identified businesses in the GSPED Minerals and Mining cluster, Bioindustry cluster, and Food, Fiber and Natural Products cluster as a part of their plan for the year. The communities within the county are diverse. Apache Junction, for example, is close to many employers while communities such as Superior have no large businesses and a few small retail establishments. Public sector employers (Arizona Public Service, public education and governmental services) are predominant in several communities including the reservation. Indian gaming also provides employment on the reservation.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The 16-member board helps set policy and provides a link to the groups that they represent. They communicate the goals and activities of STW and solicit the support of their constituencies. Powers of the board include: election of members, hiring the executive director and establishing bylaws. The board membership is stable and is described as effective by the director. Board membership includes two GSPED industry participants (minerals/mining and biotechnology) and seven other business representatives, four education representatives, one student, parent, and other agency representative. Elementary, secondary, and community colleges are represented.

Currently, the partnership is well-staffed, according to the director. He is very pleased with the evaluator, marketing specialist, and administrative assistant. They have been very effective and work together to accomplish their goals. This is a marked difference from the prior year, when the director expressed dissatisfaction with the staff. Local control of evaluation has been much more effective and the director has seen immediate results from the new marketing specialist.

The staff has been extended by the establishment of local coordinators. The local coordinators will serve as liaisons to the schools. They are full time employees of their respective districts but receive a $3,000 stipend to help facilitate the development of STW practices within a high school and its feeder schools. They also will be responsible for data collection and facilitation of local school district advisory cadres. The local coordinators are a relatively new group (February 4) and are just beginning to be active in their new roles.

Sustainability

There are several programs that are currently described as sustainable. A learning lab for at-risk youth, for example, has been established by a local judge and supported through the Pinal County Juvenile Corrections Department. Other programs that would continue beyond the life of STW include a Health Occupations program supported by Eloy schools. In addition, the ASARCO mining company has agreed to continue to support efforts within the schools in surrounding communities.

The director anticipates that the system will be able to sustain itself by virtue of the anticipated participation of key district employees in the process. Ten coordinators, including district employees, Tech Prep Coordinators, and principals are now in place to help involve the schools and institutionalize STW within the districts. The Tech Prep component is firmly established and is described as a key collaborator since many school coordinators serve dual roles.

A funding stream analysis has not been conducted. The board planned to discuss sustainability in March 1998 and have a goal to identify five new agencies as potential new funding sources. Current partners include ASARCO and numerous health care providers who are participating in the Health Occupations project, Pinal County Juvenile Corrections and existing vocational programs within the schools. Although unstable economic conditions of mining make it impossible to rely exclusively on ASARCO for funding, they are anticipated to continue to offer support.

70

Goal 2: Program Coordination and Integration

Program Coordination and Integration

There has been limited involvement with existing education programs. The director indicated that Tech Prep is highly aligned with the partnership. They actively coordinate activities. The partnership plans to collaborate with vocational student organizations. Therefore, the site coordinators will develop an inventory of student vocational organizations within the schools to begin the process.

Several schools are currently using the Arizona Department of Education Career Pathways concepts. These include San Manual, Apache Junction and Mingus school districts. In Apache Junction, the entire student body (grades 8-12) are exposed to Career Pathways. Florence High School is planning to integrate Pathways into its curriculum and Ray Unified School District has begun to discuss plans of action. The partnership plans to develop an integrated strategy to implement a comprehensive countywide Career Pathways effort in conjunction with Tech Prep. The director will recommend that some mini-grant funds be redirected to replicate a unit and materials developed for the Mingus district.

Linkages with higher education are not fully developed. However, there are existing alliances between Northern Arizona University and Central Arizona Community College. A potential linkage between Biosphere II and Columbia University is under discussion.

Universal Access:
School Participation and Roll-Out Strategy

For FY 1997-98, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

The Pinal STW Partnership reported that 86% of all public schools were "active" participants as of June 1998. Sixty schools serving grades K-12 were involved. "Active" schools are summarized in Table 2 on the following page. Three private schools also were active. The regional roll-out estimates indicate that 29% of the schools were active for 1996-97, 97% for 97-98 and 100% are estimated to be active by 1999-2000. Each school site coordinator will be given the responsibility for involving the schools in their area.

Integration with Other Initiatives

Good relationships have been formed with other interagency partners and key stakeholders, according to the director. Examples include the Gila River Educational Collaborative, the Pinal County Coalition for Literacy Advancement, and Teen Pregnancy Against Abuse Programs. The Greater Casa Grande Economic Development Foundation cosponsors a Summer Career Camp at Central Arizona College (CAC).

The director was not aware of the status of the Arizona Department of Economic Security's One-Stop Career Center. He attended a planning session for One-Stops last summer but was under the impression that there was not going to be a One-Stop in the county. Subsequently, he noticed a sign for the One-Stop Career Center but remains uncertain as to whether a center is planned.

Table 2

"Active" School Participation for the Pinal School To Work Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Apache Junction USD	4	2	1		7	4	2	1		7	100
Casa Grande ESD	8	1			9	8	1			9	100
Casa Grande UHSD			3		3			3		3	100
Coolidge USD	3	1	1		5	3	1	1		5	100
Eloy ESD	3	1			4	3	1			4	100
Florence USD	1	1	1		3	1	1	1		3	100
JO Combs ESD	1				1	1				1	100
Mammoth/San Manuel USD	3	1	1		5	2	1	1		4	80
Maricopa Unified	1	1	1		3	1	1	1		3	100
Mary O'Brien ESD	1	1	2		4	1		2		3	75
Oracle ESD	2				2	2				2	100
Picacho ESD	1				1	1				1	100
Ray USD	2		1		3	2		1		3	100
Red Rock ESD	1				1	1				1	100
Sacaton ESD	2				2	2				2	100
Santa Cruz Valley UHS			1		1			1		1	100
Stanfield ESD	1				1	1				1	100
Superior USD	1	1	1		3	1	1	1		3	100
Toltec ESD	1				1	1				1	100
Charter Schools	4	1	4		9		1	2		3	33
Pinal Special Ed. Programs				2	2					0	0
TOTAL PUBLIC SCHOOLS	40	11	17	2	70	35	10	15		60	86
Dept of Youth Treatment				1	1					0	0
Private	2			1	3	2			1	3	100
TOTAL SCHOOLS	42	11	17	2	74	37	10	15	1	63	85

*KEY: E/J = Elementary only or Elementary/Junior High Schools M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools K-12 = Any combination of grades across multiple levels

72

Targeted Access for Special Populations

Special populations are being served through a limited number of programs. A Learning/Literacy Center is being established by the Arizona State /Pinal County Juvenile Corrections staff and others. It is planned that local school coordinators will work with special education instructors to develop strategies within each school site.

STW Elementary, Middle, High School, and Postsecondary Initiatives

At the elementary and middle school level—"Career Modules"— a program developed by the county school offices in conjunction with "USA Today," continues to be presented to students. The workshops have been conducted for fifth and sixth grade students at Red Rock, J.O.Combs, Superior, Picacho, and Oracle schools. The director anticipated that all fifth and sixth grade classes will have been exposed to Career Modules by year end. Implementation at the third and fourth grade level is planned. Additionally, more than 4,000 seventh and eighth grade students have been exposed to the career curriculum. Field trips and guest speakers augment the modules. Mammoth Elementary school students participated in job shadowing. The evaluator determined from a telephone survey of schools that most utilize guest speakers during the year, but that only 34% (12) of the elementary principals believe that STW should definitely be implemented. Other principals were somewhat familiar with STW but perceived it as an add-on program rather than as a part of their overall curriculum. Middle school students are also able to attend the summer career camp sponsored by CAC.

Secondary programs have traditionally been more active. High school activities included career days, field trips and guest speakers in addition to the workplace experiences provided through co-op programs and by Groundhog Job Shadow Day. Groundhog Job Shadow Day provided experiences for 348 students and involved 177 businesses. Originally, the partnership envisioned a School-on-Site program to provide student internships. When this did not prove successful, they established school coordinators within each district to assist with local implementation. As of the visit, this group had just been formed.

During the site visit, one of the projects funded through a mini-grant was discussed. The robotics project is a collaboration between Ray High School and their GSPED partner, ASARCO Mining. Students work in business teams to design and construct a robot. Activities included the design, testing, pricing, and assembly of components. Students document the process and will make a final presentation of their project. An electrical engineer from the ASARCO mine and their science teacher demonstrated the fire detection robot created by one group of students. The year-long project represents a significant contribution of time from the employer. Student outcomes that were discussed included increased confidence and interest in science and higher education by both boys and girls.

The STW coordinator/vocational coordinator, principal, and counselor presented an overview of STW activities. Other projects at Ray High School include a student-based enterprise initiated by the STRIVE club. Consumer science classes have built and operate a pizza vending cart at the school. The English classes, The Copper Basin News, and Bank of America have collaborated to produce a page in the Copper Basin newspaper. The newspaper is involved in several school projects including the yearbook, history calendar, and art literacy projects. The town of Kearny and ASARCO are helping to set up a simulated office environment at the school. Other applied projects include the surveying of an RV campground by a drafting class. In addition, slightly more than half of the seniors participated in job shadowing at the hospital, preschool, ASARCO, Chevron, and the police department. The school also holds a career fair with rotating guest speakers in different Career Pathways. Connections between the high school and postsecondary education have been made through several initiatives. CAC holds a Job Skills Workshop for students in the fall and spring. Students are taught resume, application and cover letter writing in

English class. Workshops are provided covering job search skills at the college. A week later, a panel of business leaders conducts mock interviews for all seniors and provides feedback to help them improve their job search skills. Students from Santa Cruz Valley UHS attend a Science and Nursing Career Fair at Grand Canyon University in Phoenix. Students in the Health Occupations 2000 program at Santa Cruz Valley UHS participate in health internships and shadowing, and receive an integrated curricula and certification in the health care field. Students in San Manuel Tech Prep business classes have articulated programs. In the future CAC may offer dual credit for students participating in a waste water management program on the Gila River reservation.

Career Counseling

The director indicated that he planned to provide funds to counselors to help offset the costs of attending the state-sponsored Counselors' Academy. In addition, counselors have been included in Career Pathways workshops.

Goal 3: Technical Assistance

Ongoing Needs Assessment

Needs assessment primarily are conducted informally. However, the evaluator collects participation statistics on an ongoing basis and personnel are available to assist with individual needs. It is anticipated that the local school coordinators will share needs during their monthly meetings.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The use of Career Pathways, *K-12 Workplace Skills*, and applied/contextual curriculum has been encouraged through funding of specific projects such as the CAC career camp. Other strategies include using workshops to teach academic teachers how to develop applied curricula. Career Pathways implementation is conducted in conjunction with the Tech Prep initiative. Significant progress has been made on the development of a high school science curricular unit at San Manuel High school and Biosphere II. A high school health careers curricular unit also has been developed.

Professional Development Initiatives (Including business and educators)

Academic teachers have been targeted as the first priority for training. Workshops in applied/contextual curricula, job shadowing in GSPED industries, and internships in areas related to their academic interest are all anticipated. Other main strategies continue to include equity workshops and training on the career modules. Business training is being conducted by inviting membership to attend equity workshops.

Other Technical Assistance Activities

The STW director is a governing board member for the Gila River Indian Community Educational Collaborative Steering Committee. It is hoped that this group will increase the participation of tribes in STW activities.

74

Goal 4: Community Involvement
(Including employers and the community-at-large)

The partnership continues to work toward actively involving employers and the community-at-large in partnership activities. The partnership considers increasing awareness about STW a first step toward engaging the public-at-large in STW. Publicity efforts, therefore, include a pamphlet, presentations, and outreach at job fairs, rotary meetings, and other community events. Goals are currently in the planning stage.

Goal 5: Public Awareness

A variety of strategies have been used to increase public awareness since the current marketing specialist was hired in November.

Print coverage has been used extensively thus far this year. Newspaper coverage has been used to reach the general public in the small rural communities the make up the partnership. Community newspapers have publicized events such as Groundhog Job Shadow Day and programs such as the Learning Literacy Lab. The marketing specialist has solicited coverage through press releases and by notification of upcoming events. The first newsletter was prepared and distributed to educators and key stakeholders in the county. Key community groups have been targeted for presentations during events or meetings. Both the director and marketing specialist have presented at business groups, school administrator meetings, and job fairs at the community college. Customized materials include the development of a web site is to promote the partnership and certificates of recognition for participants in activities such as Groundhog Job Shadow Day. A web site on the Internet is being developed and should be implemented soon according to staff.

The marketing specialist coordinated Groundhog Job Shadow Day and was pleased that it generated page-one coverage. He felt that the share of students participating was relatively higher than in other parts of the state.

Goal 6: System Evaluation

Evaluation activities have included a telephone survey of all schools, a mini-grant progress survey, and site visits in addition to state and national data collection. The evaluator collects participation statistics and summarizes them in quarterly reports as well as measures the attainment of goals on a quarterly basis. The emphasis on measuring student outcomes was shown by the development of a survey for the Health Careers 2000 project. Students were given pre- and post-program surveys and the data were analyzed to show gains. Other sites are asked to report outcomes when possible.

Discussion

Partnership Assets

The structure and staff are in place to accomplish the goals of the partnership. The board has GSPED representation and many of the student activities are well-proven and established. The evaluator has initiated methods to measure both process and outcome indicators. This information should assist the partnership in identifying areas for emphasis.

Partnership Challenges

Barriers to governance recognized by the director include the inability to involve some business and school partners due to their internal problems. BHP mining company is held by an Australian firm and for that reason it has been difficult to form collaborative relationships with them. Thus far, Ross Abbott Pharmaceuticals has not become actively involved. Furthermore, an internal leadership conflict within the San Manuel school district has prevented them from becoming fully involved. Some agencies are not partnering due to difficulty in establishing contact, according to the director, including the state vocational associations, the Biosphere II education specialist and the One-Stop Career Center. The relocation of a key board member will require that she be replaced.

The director indicated that the board continues to need education concerning GSPED and the relationship of economic development concepts to the STW effort. They did receive training in the past, however, there are new board members who need to be oriented to STW in general.

Based upon input from the evaluator, many constituents view STW as limited to secondary students. It will be a challenge to bring both the public-at-large and school administrators to see the relevance of career awareness at the elementary levels. A paradigm shift will have to occur to allow the community to see STW as a systemic process that is valuable for all students.

Summary and Suggestions

This partnership has clearly taken steps in the right direction over the previous year. There is evidence of student outcomes provided by the local evaluator and publicity generated from the marketing specialist. However, it is premature to measure the attainment of many of the goals set forth by the partnership. Most of the activities have not been initiated as of the date of the site visit. The goals have the specificity to allow measurement. Additional suggestions for consideration by the partnership include:

- Since the coordinator group is relatively new, training and mobilizing the coordinators to achieve common goals will be critical.
- Provide follow-up and aggressively pursue collaborations that have not been achieved in the past.
- Develop strategies to encourage participation from businesses who have not been actively engaged in student activities.
- Involve partners in discussions concerning how to extend the existing vocational opportunities at the high school level to include all students.
- Many goals have not been initiated due to target dates of next fall. It would be wise to set interim steps and timelines to monitor the accomplishment of goals.
- Increase the use of polling data and other information in planning the goals of the partnership.

76

Yavapai County STW Partnership

Site Visit: April 7, 1998

Region Served: Yavapai County in the north-central area of the state

FY 1995-96 funding:	$ 252,692
FY 1996-97 funding:	$ 389,649
FY 1997-98 funding:	$ 272,488
Total investment to date:	$ 914,829

School Profile

The Yavapai County School To Work (STW) Partnership serves a predominantly rural area. Prescott is the largest town served by the partnership. There are 64 schools or programs in 20 districts within the partnership including eight unified districts, ten elementary districts, a unified high school district, and charter schools. There are also opportunities for higher education.

More than 22,000 students in grades Pre-K through 12 were enrolled in Yavapai County STW Partnership schools in the 1997-98 school year as shown in Table 1.

Table 1
Total Student Enrollment for the Yavapai County STW Partnership (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	12,520
Grades 7 through 8	3,580
Grades 9 through 12	6,689
Ungraded Elementary (K-8)	73
Ungraded Secondary (9-12)	26
TOTAL	22,888

*Note: Enrollment data reflect 59 schools for which data were available of the 64 identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) Representation

There are many small businesses and several large businesses in the county. Some of the larger businesses include the Cypress Bagdad mine, Ace Hardware Distribution Center, and the regional hospital. Other employers in the public sector include the community college and the county. Businesses are present in the Minerals and Mining, Tourism, Senior Living, and Transportation and Distribution GSPED clusters. Ranching and farming are predominant in the outlying areas.

The director describes the economy as robust as evidenced by the growth of many new businesses. New manufacturers such as Shelton Avionics are offering better paying technical jobs. Sedona and Prescott are more affluent areas compared to Ash Fork and Seligman where there is high unemployment. Even within the Tri-City area there are pockets of poverty. Outlying areas have very limited economic opportunities.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The board is currently comprised of seven members including three education and four business members. The county superintendent, an executive dean at the community college, and a high school principal are on the board. Business representatives include both small and large businesses. The board meets at least quarterly to set broad policies for the partnership.

The board chair indicated that the board is more effective now than in the prior year. The restructured board is more stable and is better able to reach consensus. The chair provides the private sector perspective, which he considers essential. The function of the board has shifted from a supervisory role to a policymaking body. Membership has been stable over the year. Business members include the president of the beauty college, the president of a transportation company, and an engineer. The partnership would like to add a large business to the board to fill the current vacancy.

The structure expands the role of the local oversight teams. The people who are involved at that level are highly engaged, according to the board chair. The director indicated that local teams facilitate conversations between businesses and educators. Progress varies between communities. Five communities have conducted strategic planning, received funding for 1998 and have an implementation plan underway. Four communities were funded and received funding only in 1997. An additional two communities initiated strategic planning but have not been funded.

School liaisons are in place to help implement STW at the school level. A liaison described herself as a "cheerleader" for STW. In exchange for a small stipend she facilitates the dialog between school staff. They meet bimonthly to generate ideas and then return to the classroom to implement them. They share ideas and solicit support from school staff.

The partnership staff handle the day to day operations of the partnership and many of the administrative functions. There is a director, marketing coordinator, evaluator, and a technical assistance coordinator. The team is described as effective and highly collaborative. Staff have been in place during the entire year.

Sustainability

According to the director, collaboration with partners has led to several sustainable elements. For example, Yavapai Community College has assumed responsibility for continuing staff development and technical assistance as a part of their community outreach function. Additionally, both liaisons and board members donate much of their time. The director said that up to 90% of the liaison time is provided at no cost to the partnership. The governance structure also provides an incentive for the development of sustainable programs in that the local community has control of its own planning.

Other sources of funding have been sought, as well. The partnership has formed a 501(C)(3) in order to accept donations. The rural areas also will be encouraged to apply for grant funding through the Annenburg Rural Foundation. The partnership also is actively pursuing a state equity grant and a JTPA grant for a summer initiative. A funding stream analysis has not been conducted.

Some programmatic elements in communities such as Seligman, Bagdad, Prescott, Chino Valley, and Ash Fork would be continued by virtue of institutionalization within the schools. The board plans to ask currently involved school districts to increase their contribution to 50% of the total funds requested to further encourage local ownership.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

The partnership is planning to collaborate with the Workforce Development Council, JTPA and STW to create a summer work study program for high-risk youth. The community college and the Northern Arizona Council of Governments (NACOG) are also important partners.

All the high schools except one have been exposed to the Career Pathways through the community planning process. The director estimates that all high schools have implemented it to some degree and other schools have used them to some degree. Some discussion is occurring in schools doing vocational assessments.

Building linkages with higher education has been difficult. There has been little integration with Tech Prep due to their reluctance to participate. The director indicated that she plans to reinitiate the conversation and collaborate with the college to strengthen the ties with Tech Prep. According to the director, Tech Prep has not been fully developed within the county. The evaluator was not aware of many articulation agreements and feels that they are largely verbal rather than written. The director feels that the relationship with the college is becoming stronger as evidenced by their participation in staff development.

Universal Access:
School Participation and Roll-Out Strategy

For FY 1997-98, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

The Yavapai County STW Partnership reported that 80% of all public schools were "active" participants as of June 1998. Fifty-one schools serving grades K-12 were involved. Eighty-four percent of all elementary schools, 86% of middle schools/junior highs, and 72% of all high schools were active. "Active" schools are summarized in Table 2 on the following page. Five charter schools also were active.

The partnership has decided to adopt a "deep versus broad" implementation strategy. The board will work with local planning teams who have met criteria including appropriate business and education representation. The districts that are committed will be eligible to receive funding.

Integration with Other Initiatives

Workforce development entities in the community include the NACOG and Yavapai College, which offers a number of programs serving small businesses, displaced homemakers, and dropouts. The Prescott Valley Economic Development council was founded to help with the dynamic growth of the area. They are seeking grant monies to hire a school/business liaison to work with schools and businesses to meet the short term needs of the community for entry level workers. They want apprenticeship programs for manufacturing. "Focus Future," sponsored by Arizona Public Service, is a strategic planning process for economic development to be initiated in Prescott.

79

Table 2

"Active" School Participation for the Yavapai County STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1997-98)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Ash Fork USD	1		1		2	1		1		2	100
Bagdad Unified	1		1		2	1		1		2	100
Beaver Creek ESD	1				1	1				1	100
Camp Verde Unified	1	1	1		3	1	1	1		3	100
Canon ESD	2				2	2				2	100
Chino Valley Unified	2		1		3	2		1		3	100
Clarkdale-Jerome ESD	1				1	1				1	100
Cottonwood/Oak Creek ESD	3	1			4	3	1			4	100
Crown King ESD	1				1	1				1	100
Humboldt Unified	5	2	1		8	5	2	1		8	100
Kirkland ESD	1				1	1				1	100
Mayer ESD	1		1		2	1		1		2	100
Mingus UHSD			1		1			1		1	100
Prescott Unified	5	2	1		8	5	2	1		8	100
Sedona-Oak Creek Joint Unified	2		1		3	2		1		3	100
Seligman Unified	1		1		2	1		1		2	100
Skull Valley ESD	1				1	1				1	100
Yarnell ESD	1				1	1				1	100
Charter Schools	8	1	8	1	18	2		3		5	28
TOTAL SCHOOLS	38	7	18	1	64	32	6	13	0	51	80

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

80

The director has met with DES's One-Stop Career Center director to discuss further collaborations and technical assistance within the schools. They have offered workshops to ninth grade students in Chino Valley on interviewing and workplace readiness skills and will be conducting training for STW liaisons. The partnership also has been involved in joint planning with the economic and workforce development council. The director of the Prescott Valley Economic Development council has spoken to the liaisons, as well.

Targeted Access for Special Populations

There are no partnership strategies to target specific populations. However, technical support is provided to partners on equity and the "all student" philosophy embraced by STW. Existing evidence of programs to serve special populations include the Excel charter school which serves an at-risk population and districts such as Ash Fork where nearly half of the students are at-risk for academic failure by virtue of depressed language skills. In Prescott and Humboldt, a special education teacher is a part of the local STW oversight team. She has initiated a school-based enterprise. Special education students run the coffee shop at Prescott High School. At Mingus High School students run a community store.

STW Elementary, Middle, High School, and Postsecondary Initiatives

Elementary initiatives across the partnership include several Microsociety or school-based enterprises in Seligman the students run a simulated post office with support from the U.S. Postal Service. Students make their own stamps and deliver mail within the school. One student serves as quality control for the mail and, according to the director, improved their reading scores substantially. In Camp Verde, there is the beginning of an elementary horticultural program working with a local nursery. In Humboldt, a teacher uses a time clock to help students understand workplace skills and equate the classroom to a business setting. Teachers who attended a Career Pathway workshop last summer are providing lesson plans and documenting classroom applications.

The school liaison discussed the impact of STW in Ash Fork. The district is very involved due to the lead teacher's efforts. In spite of a lack of businesses in the community, the school has successfully implemented several programs. At the elementary level, students have developed several school-based enterprises including a greeting card "company" and "snack bar" which sells food products and other goods such as hats.

Ash Fork Middle School students currently operate a student store and have plans to begin another school-based enterprise to raise chickens and rabbits. A team of four teachers developed a thematic unit for students. A local rancher has students survey and make plans to develop 500 acres. The students plan with topographical maps, design houses, and simulate building a community. Speakers visit the class to discuss solar design, architecture, and related topics.

High school activities in Ash Fork include a one-credit career exploration class. Students are able to learn about resumes, job application process, and their own career interests. All seniors are required to do career plans and must write an exiting paper as a part of their English requirements. The high school shop students make furniture and lamps to sell. Service learning projects are also used. Habitat for Humanity is involved with students in building home additions and at least one new home for low income residents annually. Students also do school maintenance and repair in the summer.

Another highlight at the high school level is the senior English classroom at Prescott High School. Students do job interviews with a business, keep a portfolio, do a formal presentation. The curriculum is

fully integrated in three areas, science, language arts, and math. There is K-12 integration in their standing board approved curriculum.

The Excel charter school also presented their program. Excel serves students in grades six through 12. Originally they were contracted to be the county alternative school. Instruction is very individualized. Vocational and career assessments and workplace skills training are a part of their standard program. Most graduates go to community college or straight into work. Every campus has a parent-student advisory group. Service learning has been recommended by this group. Excel has agreements with the college which allows students to co-enroll. Ties to the STW Partnership include using the business database to recruit speakers. The school has been involved in the community school planning process, as well. The school plans to start a student enterprise and continue to require that all students exit with formal portfolios, resumes, and career plans. Currently 90% of students are able to have some work-based experience which includes employer work study evaluations.

Career Counseling

The partnership plans to provide curriculum materials that enable elementary teachers to develop career guidance activities by July.

Goal 3: Technical Assistance

Ongoing Needs Assessment

Ongoing needs assessments are conducted through the review of the seventh and tenth grade student surveys, and through a survey of educator needs. The director, evaluator, and liaisons are gathering information on school programs to submit as a part of the "5 Star Practices" process. The information will provide input needed to plan technical assistance and to promote promising practices.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The partnership was able to create a visual tool to explain how Arizona's Career Pathways interact with GSPED industries and how both can be useful in helping youth make positive vocational and career decisions. The game that was developed can be used in the classroom to facilitate the discussion of various careers within clusters. Students spin a wheel and then brainstorm the careers for the indicated industry and Career Path. The "CareerStorm" game has been reproduced for all of the other partnerships in the state. The major thrust of the curriculum and assessment efforts have been to introduce the game and to encourage and support local efforts to adapt existing curricula and to align curricula with Career Pathways and GSPED clusters.

Workplace Skills will be promoted by distributing information to the STW coordinators and liaisons regarding SCANS/*Workplace Skills*.

Professional Development Initiatives (Including business and educators)

Training for educators has been conducted at Ash Fork and Seligman and more training is planned for the summer. A training component also was included in the regional planning process. Topics included the basics of STW, Career Pathways and SCANS, and the elementary training. The liaisons have also been

trained to work with their districts. Seventy educators received training on the OIS (Occupational Inventory System) through the partnership. Training is focused on the elementary level because they have received less attention in the past. The goal is to reach 20-25% of elementary teachers. The school districts will be paid $100 per teacher. The workshop will be two days long and will qualify the school to receive funds. The equity team is in the process of writing an "Equity 101" workshop for teachers to be delivered in at least one elementary, middle, and high school. Equity training also is included as a normal part of the liaison meeting.

Businesses are involved in the training at the community planning process. The partnership plans to advertise technical assistance workshops to employers but as of the visit this had not been initiated.

Other Technical Assistance Activities

The partnership has provided services to Indian tribes through the technical assistance provided to STW coordinators and liaisons and by attendance in state meetings. A plan to meet with InterTribal Council of Arizona to discuss methods to engage the Yavapai Prescott and Yavapai Apache tribes was planned.

Goal 4: Community Involvement
(Including employers and the community-at-large)

The director and other partnership staff have been active in providing information about STW to local economic development leaders, local chambers of commerce and GSPED employers. The partnership is actively recruiting large private sector business involved. The mine or another large employer has been targeted for inclusion in the governance structure. The partnership wants to further involve both public and private sector employers.

The main strategies for involvement of the community-at-large involve creating a standing Youth Advisory Committee to provide advice and counsel to the governing Board. The committee would include representation of all students. The partnership plans to establish a Parent Advisory Committee, as well, to assist in effectively engaging parents in project activities.

Goal 5: Public Awareness

The partnership uses a variety of media to promote STW. They have targeted strategies for students, parents, teachers, counselors, school administrators, and employers. Strategies specific to students include STW presence at Career Days, articles in school newspapers and a flyer targeting students. The outreach to teachers and counselors was accomplished by offering conferences, internships and by providing speakers. School administrators have been approached through correspondence and reports to the district meetings. Business contacts are made through one-on-one conversations and by speaking at local civic and business meetings. Newspapers and direct mail have both been used as of the visit. The partnership also has begun to organize a speakers bureau to provide opportunities for board members, staff, educators, and business leaders to address local community organizations. The partnership rates itself as having made moderate progress on public awareness objectives.

Goal 6: System Evaluation

The system evaluation component of the partnership involves data collection to meet state and national requirements and local needs. For example, the partnership evaluator has completed a yearly progress report of partnership activities. Furthermore, at a customized level, surveys and evaluation tools have been created to measure outstanding practices and to determine the type of technical assistance that is needed.

Evaluation has been used to help plan the best implementation strategy and to formulate the technical assistance menu.

Discussion

Partnership Assets

The Yavapai County STW Partnership has a well-established strategic planning process. This provides the foundation for active local involvement in program development. The strategy has allowed each area to maintain its unique identity while participating in the overall partnership plan. Several districts such as Ash Fork have enthusiastically embraced the STW philosophy and as a result many creative programs have been initiated. The leadership team has been redesigned to make decisions and move the partnership forward. Other areas of strength are the curricular materials that link GSPED and the Career Pathways. The game has proven to be helpful to all partnerships. Technical assistance through the community college also provides support to local efforts.

Partnership Challenges

An ongoing challenge for the partnership is to coordinate with existing education, training, and economic development entities. The distinction between vocational programs and the STW partnership has been difficult to clarify due to their adoption of the STW name. The director indicated that there is a distinct split and that some programs want to distance themselves from the STW partnership. Economic development is rapid and the need for trained workers is critical in some areas. There is a need to balance the immediate business need for career preparation and the development of career awareness in the younger grades.

The partnership also is challenged to provide rural outreach. Students from remote areas need to be transported into more developed areas for work-based experiences. Teachers provided insight into the challenges of competing demands that they face. They continue to need the technical assistance and encouragement to incorporate STW into their daily classroom activities rather than to perceive it as an "add on" program.

Another challenge is to make GSPED more relevant to teachers and to further develop the curricular linkages.

Finally, the partnership—like its counterparts—is presented with the challenge to be self-sustaining. Partnership staff already have recognized that, given the diminishing resources for STW, they will most likely need to adopt a narrower focus for their activities in order to accomplish their goals for the next funding cycles.

Summary and Suggestions

The partnership appears to be doing an admirable job of implementing STW in an expansive region with diverse needs and clientele. Having invested heavily in local planning and training in the past years, it is now time for the partnership to trust that their investment will yield a "pay off." Specifically, given that the partnership recognizes that sustainability is difficult in an era of diminishing federal/state STW support, the partnership should:

- Consider funding only those schools/districts who are willing to contribute their own or match dollars for STW programs/opportunities.

- Make local funding contingent upon signed agreements that local staff (liaisons) will collect, document, and report participation statistics and outcomes on an ongoing basis using the state's "5-Star Outstanding Practices" format.

- Fund only local initiatives that provide evidence of new or continuing local business involvement.

Otherwise, the partnership would do well to continue pursuing the strategies already in place, e.g., pursuing linkages with community initiatives, utilizing the board to determine priorities, empowering local school/district personnel to plan and conduct their own activities.

Yuma/LaPaz STW Partnership

Site Visit: March 11, 1998

Region Served: Yuma and La Paz Counties in southwestern Arizona

FY 1995-96 funding:	$ 302,872
FY 1996-97 funding:	$ 393,102
FY 1997-98 funding:	$ 266,864
Total investment to date:	$ 962,838

School Profile

The Yuma/LaPaz School To Work (STW) Partnership serves students in 16 public school districts, charter, private, and other schools. Districts range in size from one to 15 schools. Eight districts have only one school. Yuma and Parker have the highest population densities. The table below shows that more than half of the students in the partnership are in the elementary grades.

Table 1
Total Student Enrollment for the Yuma/La Paz STW Partnership (FY 1997-98)

Grade Level	Enrollment Data (as of 10/97)*
Grades Pre-K through 6	17,346
Grades 7 through 8	4,830
Grades 9 through 12	9,036
Ungraded Elementary (K-8)	30
Ungraded Secondary (9-12)	161
TOTAL	31,403

*Note: Enrollment data reflect 59 schools for which data were available of the 66 identified in this partnership.

Employers/ Governor's Strategic Partnership for Economic Development (GSPED) representation

Agriculture, tourism, and the government are key employers in the partnership. Government employees include those in education, the military, and law enforcement sectors. Seasonal agricultural employers, such as California salad processors, harvest and package produce locally. Other businesses have been established to serve the growing number of seniors who have chosen to locate in the region. GSPED business representation includes businesses in the Food, Fiber and Natural Products, Tourism, Senior Living, Transportation and Distribution, Bioindustry, and High Tech clusters. The two-county area has a relatively high rate of unemployment, poverty, and non-English speaking residents.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership is governed by a STW/Tech Prep board. They are chartered to provide leadership, foster collaboration, and review and make recommendations to improve partnership goals and the implementation plan. The board is described by the director as "highly engaged" in the process of governance. As evidence of this, a board member discussed the role of board members in a strategic planning process. As a part of this process, the board defined its mission statement and created a new charter. The board member attributes the renewal of board activity, in part, to the encouragement of the partnership director. Another contributing factor is the consensus building activities that took place during the strategic planning process. The board furthered their understanding of a model STW project by developing the GSPED pilot project request for proposal. Board members actively participated in the recruitment and selection of schools for the GSPED pilot project.

The director is in the process of recruiting new board members. Maintaining adequate representation from the business community continues to be a challenge. At the time of the visit, there were three vacancies on the ten-member board: two from business and one from education. At least one business vacancy was being targeted toward a business partner from La Paz County. GSPED clusters represented on the board include Tourism, Food, Fiber and Natural Products, Senior Living, and Bioindustry.

Partnership staff include a director, marketing coordinator/workforce developer, and secretary. All staff were hired in the current fiscal year with the exception of the evaluator, who is in her second year as a consultant for the partnership. The new director indicated that, due to turnover, reestablishing the partnership as a viable entity was initially a challenge. All staff indicated that they are pleased with the progress they have made in building the partnership, and characterize their relationships as supportive of one another.

A site coordinator cadre was developed to help coordinate STW activities within schools. As of March, the number of coordinators included 41 educators in 33 schools. The cadre members serve in local schools to help market STW, train school staff, modify curriculum and instruction strategies, mentor staff, participate on task forces, attend professional development meetings, collect data, and communicate information on partnership activities. Monthly meetings are held in various locations. Meetings are held in both Yuma and La Paz counties due to their unique needs. On average, 16 educators per county attend. A stipend is not offered but teachers remain engaged due to the interest in subject and because they are able to make decisions. Meeting notices and agendas are provided prior to meetings and minutes are regularly distributed to help maintain interest. The director described the group as effective in spreading the STW message through peer-to-peer communication and providing a network to share ideas, solve problems and further develop the partnership.

Sustainability

During the prior year's site visit, a lack of support from key stakeholders was discussed as a barrier to sustainability. According to a governing board member, the situation has changed and collaboration has replaced competition. The director indicated that cooperation between groups has not been problematic. The partnership has been able to leverage its resources through coordination with entities such as the Yuma Private Industry Council (YPIC), Yuma Career Resource Center, Arizona Department of Economic Security (DES), higher education, local business groups, and schools. A funding stream analysis is being conducted locally to identify other related programs with which to partner. Additionally, individuals are referred to other funding sources through a grant seeker's research library.

Evidence of sustainability is seen at the schools who have institutionalized STW activities and are minimally dependent upon the STW Partnership for funding or support. They include the Rancho Viejo Farm project which is supported largely by community donations and by proceeds from the student enterprise. Unpaid cadre participants show the willingness of teachers and others to participate without compensation.

Goal 2: Program Coordination and Integration

Program Coordination and Integration

Coordination with existing educational or training programs has been emphasized. Opportunities to collaborate with Tech Prep programs and traditional vocational programs are actively pursued. The Tech Prep director served as an interim STW director and their efforts have been closely aligned. For example, STW has participated in the orientation for vocational education and co-sponsored a competition with a vocational student association.

JTPA also is a partner that places students in workplace experiences. The partnership strategy is to augment the JTPA experience for students and expand eligibility to include non-income eligible students. Another objective is to link school year activities with summer employment. In the past the partnership set up internships but it was very labor intensive. Therefore, a joint venture with YPIC's Career Resource Center was started to implement summer youth programs (internships, work-based activities). The Chamber of Commerce agreed to help recruit business partners.

The integration of the Arizona Department of Education's Career Pathways has been minimal. Only two of four Yuma high schools, Cibola and Vista, have adopted the model school wide. Several other schools have adopted a modified form. Pathways have been introduced at all Yuma high schools. Strategies to increase the adoption of Pathways include distributing materials, organizing the resource directory by Career Pathway, and facilitating training. Career Pathways are an integral part of the GSPED pilot project.

The partnership is actively pursuing strategies to link with community colleges and universities. Higher education is highly involved in many activities, according to staff. Activities include a career fair, a non-traditional career fair, Northern Arizona University (NAU) teacher internships, technical assistance for teachers, and summer academies. Arizona Western College (AWC) is helping design and will provide college credit for participation in summer career academies.

Universal Access:
School participation and Roll-Out Strategy

For FY 1997-98, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A). Thirty-two public schools (52%) are active. Active schools are outlined on the following page in Table 2.

The primary strategy to grow STW is to initiate pilot GSPED projects to serve as a "spring board" to engage schools. The partnership also plans to roll-out STW by involving more teachers in the cadre and by meeting with principals of inactive schools. Monthly cadre meeting notices and agendas are mailed to principals of all inactive schools. In active schools STW notices are included in regular mailings.

Table 2

"Active" School Participation for the Yuma La Paz STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)				"Active" Schools (FY 1997-98)				
	E/J	M/J	J/S	Total	E/J	M/J	J/S	# Total	% Total
Antelope UHSD			1	1			1	1	100
Bicentennial UHSD			1	1			1	1	100
Bouse ESD	1			1	1			1	100
Crane ESD	8	4		12	1	2		3	25
Gadsden ESD	2	1		3	1	1		2	67
Hyder ESD	1			1	1			1	100
Mohawk Valley ESD	1			1	1			1	100
Parker USD	3		1	4	3		1	4	100
Quartzsite ESD	2			2	2			2	100
Salome ESD	1			1	1			1	100
Somerton ESD	3	1		4		1		1	25
Wellton ESD	1			1	1			1	100
Wenden ESD	1			1				0	0
Yuma Accommodation		1	3	4			1	1	25
Yuma UHSD			4	4			4	4	100
Yuma ESD	12	3		15	2	2		4	27
Charter Schools			5	5			4	4	80
TOTAL PUBLIC SCHOOLS	36	10	15	61	14	6	12	32	52
California	1	1	1	3				0	0
DYTR			1	1				0	0
Private			1	1				0	0
TOTAL SCHOOLS	37	11	18	66	14	6	12	32	48

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

Integration with Other Initiatives

The partnership has been engaged with a number of initiatives. The YPIC and DES's One-Stop Career Center were described as key partners. STW has done joint presentations at their Employment Opportunity Center to the Technical Assistance Group and the DES Job Service offices and to YPIC's Board of Directors for business partner recruitment and public awareness. Other collaborative projects include the career fair, the Summer Youth Program, the Non-Traditional Career Conference, and workshops (resume writing, job search skills, interviewing skills).

As a part of the kick-off for the new middle school, STW is working the YPIC Career Resource Center (CRC) to organize career exploration activities for 60 seventh and eighth graders. Students will visit the CRC to receive an integrated aptitude and career interest inventory and discuss career planning. The Career Resource Center is a resource for STW partners and includes an education and training center and a charter school. The cadre has toured the center to help raise teacher awareness of resources such as free student resumes, job search skills and inventories.

Work-based experiences are provided to students through a Pledge-A-Job program sponsored by the partnership, YPIC, the Yuma County Chamber of Commerce, the news stations, and AWC's Small Business Development Center. The Pledge-A-Job for Youth campaign asks businesses to donate jobs for kids during the summer months. Counselors and teachers were actively involved in the recruitment of students for participation.

Targeted Access for Special Populations

Special populations are served by virtue of providing services to all students. There are also targeted strategies to include schools serving students with special needs (e.g., charter schools and detention facilities). Out-of-school youth are being served by the summer youth program and a partnership with the Yuma County Accommodation School. Gifted students are served through teachers on the cadre.

The partnership provides work-based experience to students at the Yuma WORC Center. Special education students prepare and ship mailings for the partnership. According to the director, students process a high volume of mailings including the newsletter, bulk mail, labels, and meeting packets for the cadre meetings.

STW Elementary, Middle, High School, and Postsecondary Initiatives

Elementary school implementation is largely school-based. The site visit included a school-based enterprise project at Rancho Viejo Elementary School. Students in a fourth grade class raise and sell produce in their own garden. The project involves many community members and an integrated curriculum. The students presented their project and described how it has helped them develop thinking, presentation, and academic skills. The FFA students, local farmers, and others in the community donate time and supplies to help with the garden.

A variety of middle school activities are provided to students in Yuma. All eighth grade students take a survey and are exposed briefly to Career Pathways. This school year the partnership personnel spoke about careers, conducted the survey, and distributed information concerning vocational and elective courses in the high school.

Other notable middle school programs include a portfolio project at Somerton Middle School. The program, now in its third year, includes an interest inventory, resume, career exploration check off

sheets, and examples of student work. The program is articulated with the high school to assist in career planning.

Fourth Avenue Junior High is an example of a school with a strong STW emphasis. The school has a "school-within-a-school" that incorporates career exploration through a thematic approach to academics. Another project which was discussed at the site visit is the "Technology Challenge" cosponsored by the partnership. The Cibola High School vocational students sponsored the event that involved seventh and eighth graders from Crane and Somerton. Students participated in a competition building balsa wood bridges, CO^2 cars, and rockets and getting some first-hand experience in technology.

Most STW activity occurs at the middle and high school level. Tech Prep and vocational programs are active in providing work-based experiences. Ties with postsecondary education are strongly supported through Tech Prep and through events such as the career fairs, and the "College Express" program which allows junior and senior students to earn credits at college while satisfying high school requirements. High school students can also participate in summer career academies sponsored jointly by AWC and STW. Summer programs are planned which include Environmental Science, Medical Laboratory, Web Page Design, Hospitality, and Law Enforcement.

The partnership has developed a request for proposal for two model GSPED pilot projects which incorporate all components of a STW project. The project must have vertical and horizontal integration. It is hoped that the projects will provide a model that will later be taken to scale within a district.

Career Counseling

Strategies to enhance career counseling include administering the Career Interest Survey to eighth grade students in San Luis, Somerton, Crane, and Yuma Elementary District #1. Other strategies to increase awareness of STW include providing resources to counselors through the library and web page. Counselors have been actively recruited for cadre membership.

Goal 3: Technical Assistance

Ongoing Needs Assessment

Needs assessments are conducted formally through surveys, informally during cadre meetings, and in the course of daily activities. Formal assessments included a technical assistance survey that targeted key stakeholders. The survey was used to develop a menu of offerings to meet the technical assistance needs of the partnership. The board conducted a needs assessment as a part of their strategic planning process. Informally, input is provided through the cadre meetings. According to the director, the cadre is a valuable source of information and provides "real" input into the decisions of the partnership.

Curriculum/Assessment Initiatives (Including Career Pathways, *K-12 Workplace Skills*, applied/contextual curriculum)

The partnership encourages curricular development through the identification and distribution of existing materials. Teachers in the cadre share information and are encouraged to adopt curricular components that fit with their own needs. AWC reviews vocational curriculum through standing advisory committees. Workshops to bring teachers and business people together to plan curriculum are in the planning stage.

Professional Development Initiatives
(Including business and educators)

The partnership sponsored a *School To Work —It's Elementary!* workshop in December which highlighted how STW can be implemented in the elementary classroom. It was well attended by teachers, school curriculum development staff and representatives from the reservation and cadre representatives. The presentation was given in both counties.

Technical assistance also is brokered by the partnership through the distribution of information concerning the workshops offered by the Arizona Department of Education, NAU, University of Arizona, AWC, and other sources. Opportunities are available for teachers to intern in a business.

The remaining opportunities for professional development are a result of the direct effort of partnership staff. They frequently speak to community groups, businesses, and educators concerning the philosophy of STW and the resources available in the community.

Cadre meetings also provide a venue for training. Future presentations by GSPED industry representatives have been targeted.

Goal 4: Community Involvement
(Including employers and the community-at-large)

Partnership efforts to strengthen community involvement have emphasized the recruitment of GSPED employers. Direct presentations were made by STW staff to the Zonta group (women decision-makers organization to promote literacy) and to the Inn Keepers Association. New business partner sign-up sheets were distributed at the end of each presentation. A database of employers is maintained for use by schools.

The community-at-large was engaged through publicity of National STW Week and Groundhog Job Shadow Day. Other plans include targeting parents through the PTA.

Goal 5: Public Awareness

The partnership has used a variety of media to reach key stakeholders. A quarterly newsletter has been produced and will highlight exemplary programs and be distributed to employers and educators. Other print media includes the newspaper. The marketing coordinator prepares news releases when appropriate and coverage of local school stories are also submitted independently. Flyers and brochures have also been used extensively at events. Approximately 2,500 brochures had been distributed at the time of the site visit.

A good working relationship has been established with the local media, according to the marketing coordinator. Radio spots have been produced, and two videos are available for educators or businesses giving a brief overview of STW. There are two local radio stations, three major tv stations, and one major newspaper. Coverage was extensive on Job Shadow Week and National STW Week.

A web page is being developed to share information and to promote best practices across the partnership. The web page will determine who is accessing the information. A multimedia presentation is being

produced. Public polling data are not currently being used to define the marketing strategy. However, a marketing/technical assistance survey was developed to help define the local marketing strategy.

Goal 6: System Evaluation

The partnership participates in all of the national and state required evaluation components. This includes completing Mathematica's "Local Partnership Survey," reporting on national *Progress Measures*, conducting seventh and tenth grade surveys, and administering state "Level of Involvement" surveys. Local evaluation components were built into the strategic plan and implemented with the assistance of the local cadre members. A survey has been conducted to determine technical assistance needs within the partnership and to tailor activities to meet them. Other evaluation components include the description of best practices. The evaluation team also has conducted field visits and held numerous workshops to implement the evaluation plan.

Plans for the future include providing additional technical assistance to schools to help them design measures for student outcomes. An evaluation plan for the new GSPED projects will be constructed using the existing data collection.

Discussion

Partnership Assets

The Yuma/La Paz STW Partnership serves a diverse student population in a largely rural area. The partnership has struggled in the past to create an identity in the community and to build the infrastructure needed to support STW. Considerable progress has been made over the previous year. Due to an enthusiastic and dedicated partnership staff and board, the partnership has been strengthened. The partnership has taken the appropriate steps to involve key stakeholders and has sharpened their focus through a strategic planning process. Strategies are in place to collaborate and leverage resources with other community entities. Assets include the strong vocational and Tech Prep presence and the willingness of state agencies such as DES (e.g., both the Yuma and La Paz One-Stop Career Centers) and several other community-based organizations (e.g., YPIC) to share in developing programs. Close ties with media and other community groups are also favorable. The expansion of cadre representation also is an asset which should further promote institutionalization within the schools.

Partnership Challenges

The relationships between other entities were described as healthy. However, the partnership will have to prove itself over time to some who may have been disillusioned in the past.

Sustainability is critical with diminished funding. Finding other sources of funding and institutionalizing practices within existing school systems will be needed.

Creating a unique identity which incorporates both the academic and vocational track continues to be a challenge. Expanding career awareness to non-vocational students is a priority.

Documenting best practices and creating a model GSPED pilot offers both challenge and opportunity.

Summary and Suggestions

The partnership is relatively well-positioned to make strategic decisions that will develop a regional STW system. The strategic planning process was a positive beginning to focus efforts of the partnership. Suggestions which would strengthen functioning include:

- Implement the evaluation training that will help schools measure success and report outcomes.
- Continue to pursue strategies for sustainability including partnerships and in-kind contributions.
- Pursue the recommendation to institutionalize the career assessment currently conducted by STW staff.
- Aggressively market to academic teachers and promote best practices from other partnerships when possible.

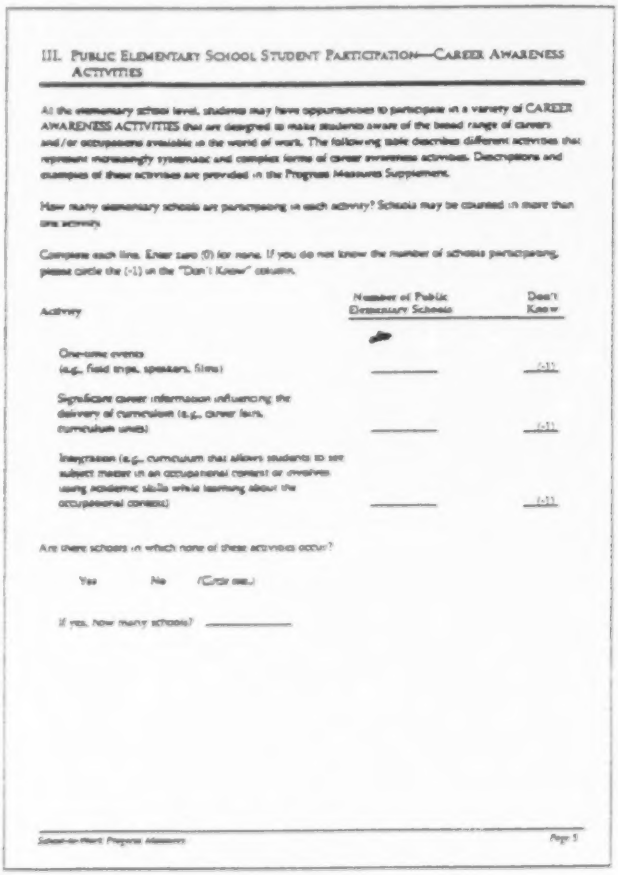
Appendix A:

Progress Measures excerpts

Section III. Public Elementary School Student Participation—Career Awareness Activities

In this section an elementary school may be counted as participating in more than one activity. For example, a school may offer one-time visits to business establishments as well as offer career fairs. You would then count this school twice, once for "One-time events" and once for "Significant career information influencing the delivery of curriculum."

A note on double counting: although you may count the same schools twice here, please do not count the same activity in more than one category.



III. Public Elementary School Student Participation—Career Awareness Activities

At the elementary school level, students may have opportunities to participate in a variety of CAREER AWARENESS ACTIVITIES that are designed to make students aware of the broad range of careers and/or occupations available in the world of work. The following table describes different activities that represent increasingly systematic and complex forms of career awareness activities. Descriptions and examples of these activities are provided in the Program Measures Supplement.

How many elementary schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Activity	Number of Public Elementary Schools	Don't Know
One-time events (e.g., field trips, speakers, films)	_____	(-1)
Significant career information influencing the delivery of curriculum (e.g., career fairs, curriculum units)	_____	(-1)
Integration (e.g., curriculum that allows students to see subject matter in an occupational context or involves using academic skills while learning about the occupational context)	_____	(-1)

Are there schools in which none of these activities occur?

Yes No (Circle one.)

If yes, how many schools? _____

School-to-Work Program Measures Page 5

One-time events

This category is intended to describe activities that expose students to the world of work, that are of short duration, with no follow-up activities, and that are not connected to the delivery of curriculum. For example, members of the community (i.e., firefighter, architect, engineer) visit a school and describe to students what they do in their job and the service they provide; or, students visit a water treatment plant and learn about all of the kinds of jobs needed to run it: environmental scientists and engineers, lab technicians, machinists, health and safety coordinators, financial managers.

Significant career information influencing curriculum

This activity involves more in-depth career information than one-time visits. For example, a teacher may develop a social studies unit on health care and each day present information about a different type of health care provider (i.e., doctor, nurse, ambulance driver, physical therapist, etc.).

Integration of Academic and Work-Related Curricula

Integration at the elementary school level can occur in a variety of ways. Integration can involve creating curriculum that allows students to see subject matter in an occupational context. For example, students explore how different occupations use basic science and mathematics principles.

Integration can also involve using academic skills while learning about the occupational context. For example, with activities before in preparing for a career fair, students write papers about various occupations. In this example, the career information is used to teach writing, research, and communication skills.

BEST COPY AVAILABLE

Categorizing Career Awareness Activities

Placement of school activities depends on several things. Take the example of career fairs. If it is an activity students attend, with no preparation or followup, it should be coded as a one-time event. If the career fair were attached to classroom discussions describing occupations in terms the subject matter students would need to master to gain entry, it should be coded as significant career information. If the career fair is part of a larger unit, with students using examples from work situations to learn academic skills, it should be coded as integration.

Section IV. Public Middle/Junior High School Participation—Career Exploration Activities

In this section a middle school may be counted as participating in more than one activity. For example, a school may provide students with opportunities to use a career resource center, as well as offer formal counseling sessions. You would then count this school twice, once for "Career self-exploration" and once for "Teacher- or counselor-facilitated exploration."

A note on double counting: although you may count the same schools twice here, please do not count the same activity in more than one category (school level).

Career self-exploration by students

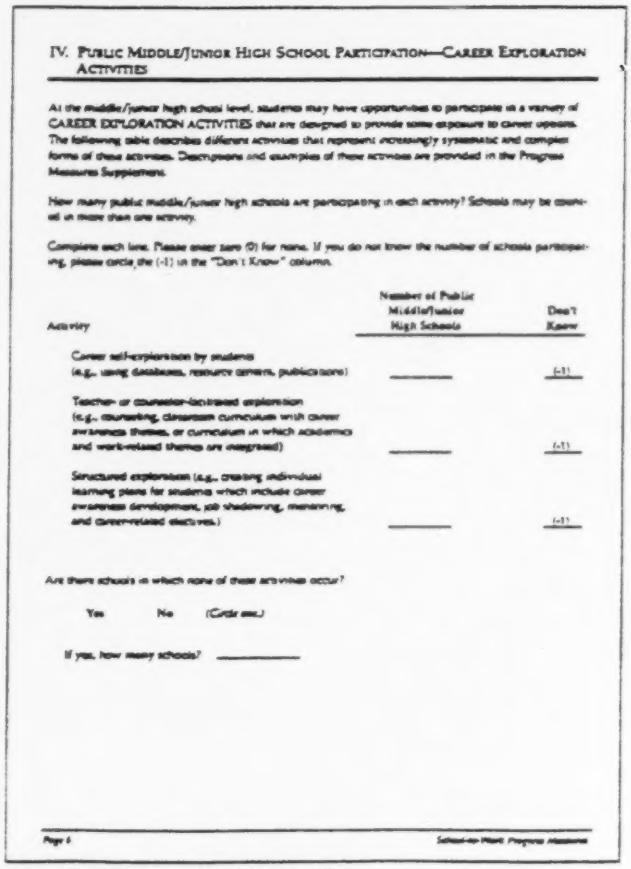
This category is intended to include activities which provide opportunities for students to explore careers but the instruction and guidance by teachers is not an integral part of the activity. Examples include: providing opportunities during the school day for students to use databases or computer software describing careers; use of resource centers; and access to career-related publications.

Teacher/counselor-facilitated exploration

This category is intended to include career exploration activities in which teacher and/or guidance counselors are an integral part of the activity. For example, teacher/ guidance counselors may administer a career interest test and discuss the results with students. Teachers/guidance counselors may create lessons with career awareness themes or integrate academic and work-related curriculum.

Structured exploration

This category is intended to include policies or activities that are a structured part of the school. These activities represent an institutional commitment to school-to-work.



IV. Public Middle/Junior High School Participation—Career Exploration Activities

At the middle/junior high school level, students may have opportunities to participate in a variety of CAREER EXPLORATION ACTIVITIES that are designed to provide some exposure to career options. The following table describes different activities that represent increasingly systematic and complex forms of these activities. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many public middle/junior high schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Activity	Number of Public Middle/Junior High Schools	Don't Know
Career self-exploration by students (e.g., using databases, resource centers, publications)	_____	(-1)
Teacher- or counselor-facilitated exploration (e.g., counseling, classroom curriculum with career awareness themes, or curriculum in which academics and work-related themes are integrated)	_____	(-1)
Structured exploration (e.g., creating individual learning plans for students which include career awareness development, job shadowing, mentoring, and career-related electives.)	_____	(-1)

Are there schools in which none of these activities occur?

Yes No (Circle one.)

If yes, how many schools? _____

Page 6 School-to-Work Progress Measures

BEST COPY AVAILABLE

Section VI. Public Secondary School Participation—School-Based Learning Activities

Part A: Number of Public Schools and Students Participating

These questions focus on public secondary school STW activities that take place at the school. In this section, secondary schools or students may be counted as participating in more than one activity. For example, if a class curriculum contains consistent references to the world of work and also integrates academic and work-related curriculum, you may count the students in these classes in more than one activity, but please do not count the same activity in more than one category.

Please be sure to take a moment and check that the number of schools and students reported for any single activity does not exceed the number of secondary schools or students reported in Section I-A (page 1).

☑ Each of the activities described below is intended to measure an increasingly complex form of integration.

Academic curriculum is enhanced with references to the world of work

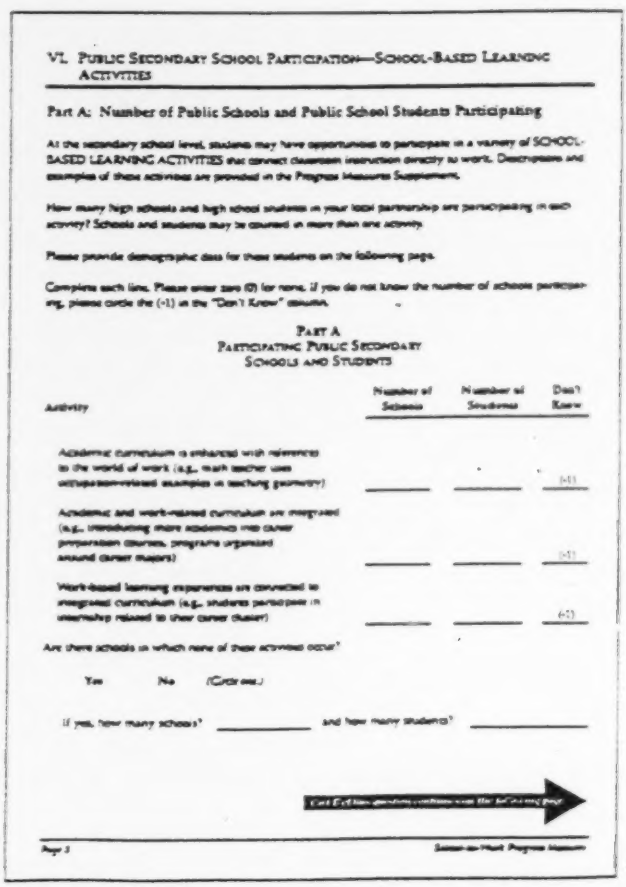
This activity may include classes in which references to the world of work are an integral part of the curriculum. For example, a math teacher uses occupation-related examples in teaching concepts in a geometry course.

Academic and career preparation curriculum are integrated

Curriculum is integrated when academic and occupational or career subject matter normally offered in separate courses are taught in a manner that emphasizes relationships between the disciplines. Integrated curriculum may take several forms, including introducing more academics into career preparation courses, aligning career preparation and academic curricula, and comprehensive programs that organize all instruction around career major themes. (In this survey, career major is interchangeable with career cluster and career pathway.)

Work-based learning experiences are connected to integrated curriculum

In addition to an integrated curriculum, students may also have the opportunity to participate in work-based learning activities that are connected to what they are learning in school. For example: Students can choose a career cluster and academic and career preparation curriculum are integrated. In addition, students have the opportunity to participate in a work-based learning experience related to their career cluster. The richest activities develop an understanding of all aspects of an industry, from technical production skills to labor-management relations to financial planning.



VI. Public Secondary School Participation—School-Based Learning Activities

Part A: Number of Public Schools and Public School Students Participating

At the secondary school level, students may have opportunities to participate in a variety of SCHOOL-BASED LEARNING ACTIVITIES that connect classroom instruction directly to work. Descriptions and examples of these activities are provided in the Program Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity? Schools and students may be counted in more than one activity.

Please provide demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Part A
Participating Public Secondary Schools and Students

Activity	Number of Schools	Number of Students	Don't Know
Academic curriculum is enhanced with reference to the world of work (e.g., math teacher uses occupation-related examples in teaching geometry)			(-1)
Academic and work-related curriculum are integrated (e.g., introducing more academics into career preparation courses, programs organized around career majors)			(-1)
Work-based learning experiences are connected to integrated curriculum (e.g., students participate in internship related to their career cluster)			(-1)

Are there schools in which none of these activities occur?

Yes No (Circle one.)

If yes, how many schools? _____ and how many students? _____

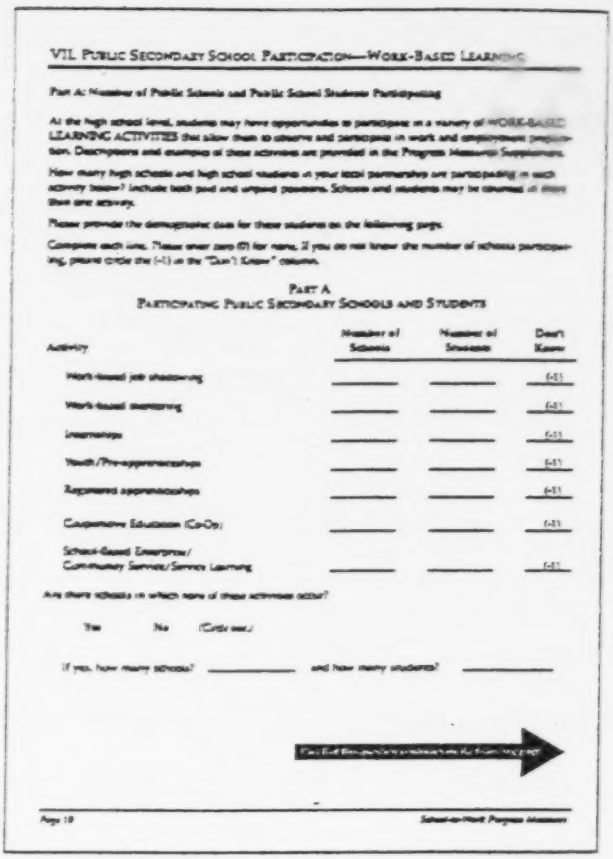
Page 3

BEST COPY AVAILABLE

Section VII. Public Secondary School Participation—Work-Based Learning

Part A: Number of Public Schools and Public School Students Participating

These questions are focused on secondary STW activities that take place at a work site. Because students may participate in more than one activity, you may count students more than one time. Please report activities for secondary students only. You may count students who are paid as well as those who are unpaid.



VII. Public Secondary School Participation—Work-Based Learning

Part A: Number of Public Schools and Public School Students Participating

At the high school level, students may have opportunities to participate in a variety of WORK-BASED LEARNING ACTIVITIES that allow them to observe and participate in work and employment preparation. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity below? Include both paid and unpaid positions. Schools and students may be counted in more than one activity.

Please provide the demographic data for these students on the following page.

Complete each row. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Part A
Participating Public Secondary Schools and Students

Activity	Number of Schools	Number of Students	Don't Know
Work-based job shadowing			(-1)
Work-based mentoring			(-1)
Internships			(-1)
Youth/Pre-apprenticeships			(-1)
Registered apprenticeships			(-1)
Cooperative Education (Co-Op)			(-1)
School-Based Enterprise/ Community Service/Service Learning			(-1)

Are there schools in which none of these activities occur?

Yes No (Continue)

If yes, how many schools? _____ and how many students? _____

Page 19 School-to-Work Progress Measures

Work-based job shadowing

Job shadowing typically occurs in late middle or early high school. A student observes an employee at a firm to learn about a particular occupation or industry.

Work-based mentoring

Work-based mentoring involves providing an opportunity for a student to be matched with a work-based mentor. A workplace mentor, as defined in the STWO Act, is "an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student."

Internship

Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Student's workplace activities many include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. (Source: School-to-Work Glossary)

Youth/Pre-apprenticeship

Youth/pre-apprenticeship combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry level job, or registered apprenticeship program. These apprenticeships may or may not include financial compensation.

Registered Apprenticeship

Registered apprenticeship describes those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), the U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor union or operated by employers and employee associations. (Source: School-to-Work Glossary)

Cooperative Eduction (Co-Op)

Cooperative education is a structured method of instruction whereby students alternate or coordinate their high school or postsecondary studies with a job in a field related to their academic or occupational objective. Students and participating businesses develop written training and evaluation plans to guide instruction, and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study. (Source: School-to-Work Glossary of Terms)

School-Based Enterprise (SBE)

A school-based enterprise is an enterprise in which goods or services are produced by students as part of their school program. School-based enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's programs. (Source: School-to-Work Glossary of Terms)

Service Learning

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service-learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed. (Source: School-to-Work Glossary of Terms)

BEST COPY AVAILABLE

MORRISON INSTITUTE

FOR PUBLIC POLICY

Morrison Institute for Public Policy analyzes current and proposed public policies that are important to the future of greater Phoenix, the state of Arizona, and the nation. Its mission is to conduct research which informs, advises, and assists Arizona's state and community leaders. A unit in the School of Public Affairs (College of Public Programs) at Arizona State University, the Institute is a bridge between the university and the community.

Morrison Institute's services include policy research and analysis, program evaluation, and support of community participation in public affairs. Through a variety of publications and forums, the Institute shares research results and provides services to public officials, private sector leaders, and community members who shape public policy.

Morrison Institute was established in 1981 through a grant from Marvin and June Morrison of Gilbert, Arizona in response to the state's growing need for objective research on issues of public policy. Since then, Morrison Institute has conducted important work on a wide range of topics, including education reform, water resources, health care, human services, urban growth, government structure, arts and culture, technology, quality of life, public finance, the environment, and economic development.

Applied public policy research that is timely, objective, and useable is Morrison Institute's hallmark. Consistent with this focus, the Institute annually prepares a practical analysis of the most important policy choices facing Arizona and its localities.

Morrison Institute for Public Policy is supported by private and public funds and contract research. Under the auspices of Arizona State University, the Institute employs a staff of highly experienced researchers and routinely includes faculty members on project research teams. Morrison Institute is assisted in these efforts by a non-partisan advisory board of leading Arizona business people, scholars, public officials, and public policy experts.

Morrison Institute for Public Policy
School of Public Affairs
College of Public Programs
Arizona State University
Tempe, Arizona 85287-4405
Phone: (602) 965-4525
Fax: (602) 965-9219
http://www.asu.edu/copp/morrison

Morrison Institute for Public Policy
School of Public Affairs
College of Public Programs
Arizona State University
PO Box 874405
Tempe, Arizona 85287-4405
(602) 965-4525 Fax (602) 965-9219
http://www.asu.edu/copp/morrison

BEST COPY AVAILABLE